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TO DEVELOP AND PARTIALLY VALIDATE A QUESTIONNAIRE TO MEASURE VALUES RELEVANT TO GOOD CITIZENSHIP AND TO PREPARE A LARGE-SCALE PROJECT TO STUDY VALUE CHANGE IN A VARIETY OF COLLEGES.

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THIS RESEARCH WAS CONDUCTED TO PRODUCE A QUESTIONNAIRE THAT WOULD BE USEFUL FOR EXAMINING THE DEGREE TO WHICH PRESENT DAY COLLEGE ATTENDANCE FACILITATES THE DEVELOPMENT OF VALUE ORIENTATIONS LIKELY TO ENCOURAGE FUTURE GOOD CITIZENSHIP. A SECOND PURPOSE WAS TO BROADEN THE DOMAIN OF VALUES GENERALLY STUDIED BY SOCIAL PSYCHOLOGISTS TO INCLUDE THE AREA CONCERNED WITH THE BALANCE BETWEEN IDENTIFICATION WITH GROUPS, ON THE ONE HAND, AND INDIVIDUALISM ON THE OTHER. A POOL OF OPINION AND VALUE STATEMENTS BELIEVED TO VARY ALONG THE DIMENSION OF INDIVIDUALISM OR GROUP IDENTIFICATION WAS COLLECTED. SEVERAL FORMS OF A SOCIAL VALUES QUESTIONNAIRE WERE CONSTRUCTED USING THOSE ITEMS. ALL THE FORMS REQUIRED THE RESPONDENT TO RATE THE EXTENT OF HIS AGREEMENT OR DISAGREEMENT WITH THE OPINION AND VALUE STATEMENTS DEALING WITH FOUR CLUSTERS OF RELATED DIMENSIONS. THEY WERE THE EVALUATION OF IDENTIFICATION WITH GROUPS, PROBLEMS CREATED BY THE COORDINATION AND REGULATION OF THE ACTIVITIES OF GROUP MEMBERS, REACTIONS TO UNJUST OR ANTISOCIAL BEHAVIORS OF OTHERS, AND THE CONSIDERATION OF THE WELFARE OF OTHERS. AFTER A TEST-RETEST PROCEDURE AND A COMPARISON OF THE VALUES SCORES OF THE TEST SAMPLE WITH TWO GROUPS OF PEACE CORPS TRAINEES AND A GROUP OF UNDERGRADUATES AT A CONSERVATIVELY ORIENTED MEN'S COLLEGE, IT WAS CONCLUDED THAT THE SOCIAL VALUES QUESTIONNAIRE DID CONVEY INFORMATION ABOUT THE ORIENTATIONS IT WAS DESIGNED TO MEASURE. FURTHER WORK WAS NEEDED, HOWEVER, TO CLARIFY THE FACTORIAL STRUCTURE OF THE DOMAIN BEING ASSESSED BEFORE THE INSTRUMENT COULD BE USED IN LARGE-SCALE STUDIES OF THE EFFECT OF COLLEGE ATTENDANCE ON VALUES RELEVANT TO GOOD CITIZENSHIP. (GD)

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SUMMARY

Title: TO DEVELOP AND PARTIALLY VALIDATE A QUESTIONNAIRE TO MEASURE VALUES RELEVANT TO GOOD CITIZENSHIP AND TO PREPARE A LARGE-SCALE PROJECT TO STUDY VALUE CHANGE IN A VARIETY OF COLLEGES.

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SUMMARY

BACKGROUND AND OBJECTIVES:

Although there have been many studies of the effects of college attendance upon the attitudes and values of students, there has not been much effort to study orientations specifically relevant to effective citizenship in democratic communities. The present research was aimed at producing a measure of values that would be useful in examining the degree to which college attendance facilitates the development of orientations likely to encourage future good citizenship. A second purpose of the research was to broaden the domain of values generally studied by social psychologists to include an area relevant to recent ideological movements that have occurred in some parts of the college student population. The new area is concerned with the balance between identification with groups, on the one hand, and individualism on the other. Not only is this dimension of considerable interest in current student movements, it is also one along which current and past movements differ. In particular, the "New Left" movement appears to differ from its ideological predecessors by being considerably more individualistic.

PROCEDURE AND RESULTS:

The first step of the research was the collection of a pool of opinion and value statements which were believed to vary along the dimension just described and also with regard to the value placed upon consideration of the welfare of others. Several forms of a Social Values Questionnaire were constructed from these items. All required the respondent to rate the extent of his agreement or disagreement with the opinion and value statements

The ratings made by several samples of college students on the several forms of the questionnaire were factor analyzed to clarify the definitions of the dimensions being measured. Although the factor analyses did not yield a neat set of dimensions, they did reveal four clusters of related dimensions which served as the basis for further work. Each of these clusters will be described in turn.

The first cluster concerned the evaluation of identification with groups. At one end there were statements about the value of participating in and becoming part of a group; e.g., "It is extremely satisfying to know that one is an indispensible member of a purposeful and effective group," "Man is a social animal. He cannot flourish and grow without identifying himself with some group." At the other end were statements asserting the value of remaining aloof from groups; e.g, "Man's natural state is as an independent, unattached individual. He acts in conflict with his essential qualities when he acts jointly with others as a member of a highly unified group."

The second cluster was also concerned with orientations toward groups but focused primarily on the problems created by the coordination and regulation of the activities of group members. The items at one pole of this factor emphasized the acceptance of the need to regulate the members' activities; e.g., "A democratically organized group has the right to determine what should be considered proper behavior in areas relevant to the group." At the other end of this dimension were items which stressed the need to resist conformity pressures and the dangers posed by such pressures for an individual's integrity; e.g., "A person should not feel bound to follow the decisions of the groups of which he is a member if these decisions are not in accord with his private preferences," and "The development of individual consciences is hindered by the development of formal group regulations and codes."

The third cluster pertained to reactions to unjust or immoral (anti-social) behaviors of others. At one end there were items advocating active steps to stop or correct the injustice; e.g., "Everyone has an obligation to criticize other members of his community when they act in an immoral, anti-social manner." At the other end were statements advocating a laissez-faire approach; e.g., "It is wrong for a man to point out other people's moral shortcomings," and "The only people guilty of immoral acts are those who commit them or directly cause them to be committed. Others who might have prevented the acts, but who did not, should bear no blame."

The final cluster was similar to the one just described, but had less emphasis on morality. The items at one pole voiced the obligation to help others in need and to refrain from acts which might unintentionally hurt others; e.g., "All men have an obligation to promote not only the welfare of their immediate circle of relatives, but also to work for the well being of all of the members of the community in which they live," and "Individuals should be ready to inhibit their own pleasures if these inconvenience others." The other end of this cluster contained items which denied social welfare obligations; e.g., "Except for one's immediate family and friends, people have a perfect right to pursue their own goals without regard to the convenience or comfort of others."

In order to determine whether a person's standing on any of the dimensions being measured was misrepresented by the restriction of his response to merely rating his degree of agreement or disagreement with the items, a sample of students was interviewed intensively with regard to the areas covered by the questionnaire. A reliable coding system was constructed for the open-ended interview responses. An assessment was then made of the relations between these coded responses and the responses given by the interviewed students to the Social Values Questionnaire. The coded responses were in significant agreement with the questionnaire measures for three of the four clusters. The exception occurred with the second cluster, where the agreement was not strong enough to reach significance.

The next step in the investigation was the examination of the relationship between scores derived from the values questionnaire and other relevant variables. This analysis was performed in order to discover the psychological context surrounding the values under study. Most of the data were obtained from questionnaires given to two classes of students at Haverford College before or at the very start of the freshman year. The following areas were covered with one or both of the groups: authoritarianism (the F Scale); the goals sought in college; the kind of role a student saw himself as playing while at college; views about regulation of student behavior; the aspects of college life for which the student felt prepared; the characteristics desired in teachers; the goals sought in one's future occupation; views about religion; and several other topics. Personality test data were also available for one of the classes.

There were a number of significant relationships which emerged between the social values scores and the other variables. Rather than list these, a brief interpretive summary will be given of the major characteristics associated with each of the poles of the four social values clusters. The identification with groups end of the first cluster was related to a positive evaluation of friendly, social interaction and of the conventional social patterns in which such interaction occurs. The individualist pole was associated with the rejection of affiliative goals in favor of academic achievement and general creativity; the individualists also were relatively likely to see themselves as non-conformists. The acceptance of group regulations end of the second cluster was accompanied by the acceptance of both administrative and student-made rules about student behavior and a preference for well-defined interpersonal relationships. The other end of the cluster seemed to be part of a negativistic type of non-conformity.

The third and fourth clusters of social values had similar correlates and will therefore be treated together. The social welfare oriented values were associated with strongly humanistic interests, such as wanting to develop intellectually and personally, wanting to formulate a clear ethical or moral position for oneself, and wanting to enter an occupation that stresses working with and helping others. The opposite poles of these clusters were accompanied by a low degree of interest in personal development or achievement, a low interest in working with others and a concentration upon leisure time activities (as opposed to work or service) as the major source of gratification.

The social values measure was readministered to the two Haverford classes at the ends of their respective freshman years. There were rather sharp differences in the changes which occurred in the two years. In one case there were two inconsistently directed changes involving the second cluster. In the other case there were consistent movements away from the social welfare ends of the third and fourth value clusters and toward the negativistic, anti-conformity pole of the second cluster. Additional data collected from one of the classes and a finer-grained analysis made it seem likely that the discrepancies between the findings in the two classes were the results of differences in campus political events during the two years and the fact that a large proportion of one of the samples was interviewed about the social values measured by the questionnaire shortly before it was administered for the second time. When these two factors were controlled, the differences between the changes occurring during the two years were eliminated. The non-artifactual changes which occurred were towards lower concern for the welfare of others and greater resistance to group norms. It seemed quite possible that these changes were not predictive of the ultimate effect of the college experience at Haverford, but that they represented an intermediate stage in the evolution of personal values in which externally imposed values were being discarded in preparation for the creation of a set of orientations more firmly anchored in the students' evolving identities. This possibility could not be evaluated with the data at hand.

The final section of the report compared the values scores of the Haverford samples with the scores obtained from two groups of Peace Corps trainees and from a group of undergraduates at a conservative men's university. It was expected that the men's university sample would be closer than the other samples to the laissez-faire poles of the third and fourth clusters, while the Peace Corps samples would be closer to the social welfare poles of these clusters. The Haverford scores were expected to fall somewhere in between the other two sets. The comparisons involving the men's university sample and one of the Peace Corps samples produced the expected results, but the relevant scores of the second Peace Corps sample did not differ as significantly or consistently from the other samples. The comparisons also showed that the Haverford sample had stronger social welfare orientations than the men's university sample even when the Haverford data from the end of the freshman year was used in the comparison.

CONCLUSIONS:

It was concluded that the social values questionnaire did convey information about the orientations it was designed to measure. However, further work was needed to clarify the factorial structure of the domain being assessed before the instrument could be used in large scale studies of the effect of college attendance on values relevant to good citizenship.

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INTRODUCTION

The purposes of the study

The work described in the following pages was influenced by several intentions. The most important of these was an interest in developing a questionnaire which would be useful in studying the impact of college education on attitudes and values relevant to good citizenship in a democratic community. A second goal was to provide a means of studying attitudinal dimensions relevant to ideological interests of the current generation of students. Lying behind this goal was the view that our current instruments were more oriented toward the ideological concerns of the decades surrounding the Second World War, rather than toward the present, It was also hoped that the value dimensions measured could be related to their personal and social matrix, i.e., to the personality and demographic characteristics of the persons adhering to the ideologies. Finally, the study proposed to examine the changes occuring along the dimensions of interest during the freshman year of college.

Some preliminary definitions

In an excellent critique of social science oriented studies of values, the philosopher John Smith (1958) comments that despite countless studies and urgent discussions concerning the values of college youth, little attention has been paid to defining what is meant by value. He proposes that we reserve the term for the standards used in deciding among alternative directions of action. A value is a criterion against which one judges whether one act is more worthwhile than another. The meaning of worthwhile depends upon the nature of the value criterion. A religious criterion, for example, implies a rather different sort of "worthwhileness" than an esthetic or hedonic criterion. The contents of criteria may vary within a given category as well as among categories: witness the current dialogue between theologians who view saving souls and those who view good works as the primary criteria in Christianity. Smith goes on to define an attitude as the stance toward an object or event which is taken as the result of applying a value criterion or, put more colloquially, having made a value judgment. We look with favor or disfavor upon the participation of clergymen in political demonstrations, depending upon which of the two religious criteria, mentioned above, we apply. The same behaviors might be evaluated esthetically as well.

Smith's philosophical discussion of values and attitudes was stimulated by work specifically oriented toward studies of the impact of colleges upon their students. At the same time as he was writing, social psychologists, having a scientific interest in the study of values and attitudes were also re-examining their concepts. The outcome of this re-examination was remarkably similar to the position proposed by Smith. Katz (1960), Katz and Stotland (1959), Rosenberg (1960) and others also define attitudes as orientations toward objects or events which are judged in relation to evaluative criterion. However, the social psychological approach diverges from

Smith's philosophical approach in two important respects. Smith implies that the value is always prior to the attitude; social psychologists are often interested in cases where the attitudes are determined by social or personal forces acting upon a person who then rationalizes these attitudes by creating or adopting values which are consistent with the attitudes. Forces exerted by reference groups or by defense mechanisms may lead to the acceptance of an attitude toward school desegregation before a person has considered the relation of this event to his values or in cases where a person has no values relevant to the event. Once the attitude is adopted, or following along in step as the attitude is formed, a person invents or accepts assertions about desegregation which make it consistent or inconsistent with some value. The processes whereby this rationalization is accomplished have been one of the major foci of recent social psychological research. The studies of cognitive dissonance (Brehm and Cohen, 1962) as well as the previously noted works are examples of this concern.

The rejection by social psychologists of the primacy of values in the formation of attitudes is accompanied by a de-emphasis on the distinction between attitudes and values. For Smith, values appear to be ultimate; they do not derive their power to influence decisions from any other current psychological structures. Social psychologists, on the other hand, regularly observe a hierarchical arrangement among orientations such that what is an attitude at one level becomes a value at another.

One's attitude toward a civilian police review board is functionally related to one's attitudes toward changes in the social position of Negroes. One's attitude toward the latter serves as the criterion against which the review board is evaluated because the board is seen as instrumental to change in the social position of Negroes. However, the latter orientation in turn may be seen as related to the criteria of maintaining the value of one's property or protecting one's physical safety. These last two orientations might themselves be related to still more general orientations, and so on. It is the dual psychological potentiality of orientations which has led many social psychologists to use the term attitude and value interchangeably. Although this may at times cause confusion among philosophers as well as others, the situation reflects a genuine ambiguity in the phenomena we wish to study and not just fuzziness in our conceptions of these phenomena. While it may be wise to reserve the use of the term value to rather general and abstract orientations and to use the term attitude for more concrete orientations (some would also add the term opinion for very specific orientations), there seem to be no compelling reasons for trying to locate the boundaries between the domains of these various terms.

The social psychological approach to attitudes involves one more consideration relevant to our study. The orientations which we shall sometimes call values and sometimes attitudes often exist in a network of related orientations which may be labeled a value-orientation system or ideological orientation system. Some of the other components of the network are other value-attitudes, while the remaining ones might be called beliefs. The latter are a person's representations of the nature of the events or objects relevant to the system. They carry no evaluative significance by themselves, but often serve as links between events and values which affect the way the event is evaluated. For example, the belief that Negroes moving into previously white neighborhoods lower property values has no implication for action by itself. It is merely a representation of what a person takes to be real or factual. However, when it is located in a system in which maintaining property values is a major criterion against which actions are evaluated, the belief will affect a person's attitudes toward Negroes moving into white neighborhoods. It is quite conceivable that such a belief might have little effect if a person did not use maintenance of property values as an evaluative criterion, as might be the case if the person owned no property. The research implications of the existence of systems of ideological orientations is that one may sometimes get useful information about attitudes or values by measuring the non-evaluative beliefs which are part of the system in which the attitudes of interest are embedded. Such procedures may also be a reason for the non-psychologist's confusion about what is meant by value.

The definitional points concerning attitudes, values, and beliefs have been discussed because the major measure used in the present study taps some orientationsfrom each of these categories. This mixture is a matter of design, not confusion.

The study is concerned with orientations, that is, ways of interpreting and judging or evaluating situations. The primary concern is with values or attitudes which are parts of general ideological systems of orientation because it is assumed that such systems are important determinants of action. These systems are also of interest because the educational setting is one in which they might be exposed to powerful change-producing influences.

College education and good citizenship

In 1948 the President's Commission on Higher Education stated that preparation for good citizenship was an important purpose of higher education. Most college catalogues mention a similar purpose; Haverford, for example, states that the mastery of knowledge should be "coupled with the desire and moral capacity to use...(it)...for worthwhile ends." Despite these explicit affirmations of the importance of the civic function of college education, relatively little attention has been paid to it in the day to day operation or long range policies of institutions of higher education. It is generally assumed that four years of college more or less automotically makes one a good citizen. To some extent this assumption is correct. College educated persons are more likely to vote and to have more information about political events than are persons without experience in college. (Havemann and West, 1952) On the other hand, it is far from certain what effect college education has on actual participation in political and other civic programs. Havemann and West report that persons in a given profession who have had liberal arts, social science or humanities majors were more likely to participate in civic activity than those who had specific pre-professional or technical training. Although it is possible that this indicates a differential effect of liberal arts as opposed to pre-professional collegiate experiences, it might as easily reflect a difference in the two populations that was not a function of their different college experiences.

Although the studies relating specific college experiences to later citizenship behavior are rare, studies of the general effects of college on students' attitudes and values are plentiful. Unfortunately only two of these, the Bennington and Vassar studies (see below), appear to have followed up their subjects after graduation, so that the link between changes in attitudes during college and later behavior is still primarily a speculative one. Nevertheless, if one assumes that action is a partial function of systems of ideological orientations, studies of changes in orientations during college provide an appropriate start to a thorough investigation of the general question of the contribution of college experience to good citizenship.

Newcomb's (1943) classic study of Bennington was primarily oriented toward measuring and accounting for changes in political and economic attitudes. As is well known, he found that the experience of most students at Bennington, particularly those involving pressures exerted by peer and faculty reference groups, led them to reject conservative attitudes. Newcomb mentions incidentally that many of the students were involved in political activity on and off the campus. His early work documented the persistence of the rejection of conservatism for several years after college. In a 1963 address to the Society for the Psychological Study of Social Issues, Newcomb reported that recent interviews of the women he had studied 25 years before showed a retention by many of the political orientation they held as seniors and also a high level of community participation.

Unfortunately, the specific attitudes measured by Newcomb in his original study, are too bound to issues of the 1930's to be useful in understanding the persistence of the liberal orientation in the women he studied. However, his impressionistic description of the dominant Bennington ethos was one which placed high value on emancipated, enlightened, liberal women playing an active role in community affairs. It is likely that the incorporation of this ego-ideal and the selection of husbands who accepted or supported the ideal were quite important in the lasting, active community welfare orientation of many Bennington graduates (Newcomb, 1963).

The starting point for many recent studies of value change in college has been Jacob's (1957) report, covering research done in the decade after the Second World War. The results of a large and heterogeneous group of studies led Jacob to conclude that college education in the social sciences during the period he studied did not have appreciable effects on the values of students.

While the students did seem to be tolerant, their values appeared to hold little promise as motivators of active participation in political and civic community functions. It is rather difficult to compare the findings summarized by Jacobs with those of the pre-war studies because of the change in the content of many of the attitude issues between the two periods. However, the general position of the seniors in the Jacob report studies and those in the pre-war studies appears to be somewhat to the liberal side of center, with the pre-war students having changed more to arrive at this position than the post-war ones. In their summary of a large number of early studies of value changes in college, Webster, Freedman and Heist (1962) state that the general finding has been toward more liberal attitudes on social issues and more tolerant attitudes toward individual and ethnic group differences.

The American Council on Education (Dressel and Mayhew, 1954) conducted a large scale study of the effects of general education in which one of the major concerns was the impact upon social attitudes. The study relied heavily upon an instrument called the Inventory of Beliefs, which appears to have been very similar in content to the California F Scale. Although this instrument, like the F scale, was subject to the influence of response sets (Stern,1962), it does seem fair to conclude from the findings that students decreased their acceptance of authoritarian beliefs during their freshman year. The two schools at which the greatest changes occurred were described as having highly selected student bodies and carefully integrated general education programs.

Similar results were obtained by Brown and Bystryn (1956) who found decreases in F-scale scores among students at two small liberal arts colleges for women, but not at a larger co-ed university. From these studies, from Jacob's report, which noted that some small schools did produce pronounced value changes, and from the fact that the two most impressive investigations of changes produced by college, namely the Bennington (Newcomb, 1943) and Vassar studies (Webster, 1956; Webster, Freedman and Heist, 1962; Freedman, 1962),took place at small colleges, one might be led to conclude that the small liberal arts college setting is the only one in which changes in students' values occur. However, Lehman and Dressel (1962) found changes in responses to the Inventory of Beliefs at a very large co-ed university. They also observed a shift from values emphasizing thrift, hard work, desire for success and willingness to sacrifice present for future rewards to values emphasizing sociability, the importance of present rather than future rewards, consideration for others and moral relativity.

The problems of understanding this irregular array of findings are increased by Plant's work comparing value changes among students with varying amounts of college (Plant, 1965). This study is noteworthy in its inclusion of a control group of persons who had been admitted but who did not attend college. All the subjects studied showed decreases in authoritarianism over the time periods studied. Although there was an indication that the length of stay in college was positively related to the amount of value change, the college experience, per se, was not a necessary condition for the occurrence of the change. Plant interpreted his data as indicating that general maturational processes lead young people, who intend to go to college, to become less authoritarian and that experience in college may facilitate, but is not primarily responsible for, this tendency. Additional difficulty is presented by a study in which a comparison was made of freshmen and seniors in ten schools of varying size and selectivity in southern California (McClintock and Turner, 1962). Although there were differences in the direction of the seniors responding more liberally to questionnaire items, these were eliminated once sex and grade averages were controlled. The discrepancy between Plant's data and these may be due to a difference in the generality of the orientations measured. Plant examined authoritarianism, while McClintock and Turner examined attitudes toward specific issues such as federal government involvement in medical care, civil rights issues and the regulation of labor unions. The latter were the kinds of items with which Newcomb observed changes in the late 1930's, but it is possible that the locus of the value impact of college is at a more general level.

Despite their concern with liberalism, most studies of value change in college have not provided data directly relevant to the problem of values underlying good citizenship, as it has been defined above. Newcomb's findings notwithstanding, liberals are not necessarily good citizens. While the liberals of the 1930's studied by Newcomb did contribute and continue to contribute to the welfare of their communities, this was probably not just a consequence of their liberalism. This conclusion seems inescapable in the face of the data concerning the liberals of the fifties. The latter were often passive observers of their social environments, even when no penalty attached to participation and the potential dangers of passivity were clear. Harold Taylor's (1962) comparison of Sarah Lawrence students of the thirties and the fifties provides a vivid description of the differences between the two groups. The discrepancy between the McClintock and Plant findings may also support the position that non-authoritarian orientations need not have specific effects on concrete community interests.

The areas not fully treated by current research and the lack of consistency in the findings argue for the collection of data concerning value changes likely to be directly relevant to later good citizenship. An additional reason for collecting new data is the possibility that events of the 1960's, particularly the college civil rights and anti-war movements, may have created new conditions affecting value change. Finally, it should be noted that the most intensive studies on the effects of college have been done at women's schools. While women undoubtedly have much to contribute to community affairs, the major leadership responsibilities fall upon men. It therefore seems important to begin intensive studies of value change in co-ed and male colleges, particularly in those whose graduates are likely to move into positions of prestige and power.

Recent ideological trends among students

The past decade has witnessed the emergence of two major ideological positions among young people, particularly those in college. One of these, known as the "new left," emphasizes the need for a radical reorganization of industrialized societies to achieve individual liberation from the constraints of outdated traditions and freedom from exploitation by economic and political power elites. The other, which for want of a better name, might be called "rightist individualism," emphasizes the liberation of individuals from the constraints of governmental social regulation so that they may be free to use their resources and skills in ways they feel are most appropriate for themselves. Although clearly related to previous positions, the new ideologies, particularly the one on the left, appear to give more attention to the conflict between individual development and group demands than did their antecedants.

The most prominent differences between the left and right during the thirties and forties lay along the equalitarian-authoritarian cluster of dimensions. These dimensions under a variety of names were the focus of a great deal of social psychological research in the past three decades and continue to be the object of study today. Embedded in this general cluster was a continuum running from cooperatively oriented collectivists on the left to laissez faire oriented individualists on the right. To be sure the latter pole had its collectivist manifestations in fascism, but these were not dominant in America. Today the collectivist *vs.* individualist dimension appears to have become dissociated from the traditional left *vs.* right spectrum. The "new left" seems markedly individualistic in some of its tenets, sometimes approaching the classical anarchist position. The "rightist individualist" dimension has placed even greater emphasis on individualism and reduced the explicit importance of traditional, hierarchical status differences. The rightist dichotomy between the in-group and the out-group seems to have been displaced largely to the sphere of international relations and the related struggle against internal, political subversion. Racist appeals are not usually advanced by rightist student groups.

While today's ideology of the right can be described as the result of a shift in emphasis, the picture on the left is one of a sharp break with the past. The significance of the individualism on the left goes beyond the establishment of a new ideological direction. Individualism is clearly inconsistent with some of the goals and means of the "new left" movement. To bridge the gap between the call for a transformation of society and emphasis upon individuals acting as free agents, untrammeled by the bureaucratic stifling of spontaneity, some proponents of the movement have had to recreate a belief in natural harmony of individuals, who are freed from the effects of the "establishment." This belief is similar to the premise of Spencer's social Darwinism and is strikingly at odds with the left's interest in regulations and organizations to protect and upgrade the disadvantaged members of our society. The members of the "new left" appear to be quite ambivalent toward organized groups. They advocate the brotherhood of men and see the practical need for collective action on the one hand, but they fear the detrimental effects of conformity pressures that they believe arise inevitably in groups, even when composed of "brothers." A related conflict exists concerning the validity of moral or ethical imperatives. On the one hand the leftists see themselves as motivated by high ideals and they wish others to be similarly motivated. On the other hand, they do not wish to be identified with an absolute conception of morality. They believe that each man decides for himself what is right and wrong and that no man has a right to impose his morals upon another or, at times, even to suggest that one moral code is superior to another.

The ideas presented above are based upon unsystematic observation and the mainly journalistic literature about the new ideologies. It is not clear how adherents of the "new left" deal with the conflicts mentioned. It is also not clear whether the conflicts can be resolved and whether the "new left" can serve as the basis for a widespread ideological movement in the same way as socialism formed the basis for the liberal, welfare state movement of the past few decades. These unanswered questions make the "new left" and its companion on the right significant phenomena for study by social scientists. The phenomena are even more interesting to social scientists who are also college teachers because the college campus has been one of the centers of the development of the ideologies and their transmission to new adherents.

The relations among good citizenship, college impact and ideology

What may appear to be diverse areas come together in the present study because the values involved in the conflict of social welfare and _laissez_ _faire_ orientations on the one hand and between individualistic and social orientations on the other appear to be directly relevant to good citizenship in a democratic community. This relevance is based on the assumption that flourishing, democratic communities require men who are motivated to concern themselves with the welfare of their fellow citizens and who are able to cooperate with others in organized actions designed to promote the general welfare. It appears self evident that authoritarianism is inconsistent with such motives so that the studies of the effects of college upon authoritarianism have not been irrelevant to the major question addressed by the present research. However, as was indicated above, the absence of authoritarianism is not a sufficient value base for the actions we seek to promote. It is hoped that the extension of college impact studies into the ideological areas of concern to the current generation of college students will provide information that will enable colleges to be more effective in attaining the citizenship goals they proclaim in their catalogues.

OVERVIEW OF RESEARCH PROCEDURES

Because the major goal of the research has been the development of a measure of social values relevant to good citizenship in democratic communities, the major procedures have been the formulation, administration and analyses of successive forms of a values measure, the Social Values Questionnaire (SVQ). The measure is now in its fourth form and has been taken alone or with other measures by groups of students at two small colleges and one university, by two groups of Peace Corps trainees and by a small group of Vista Volunteers at an urban settlement house. The major data have been collected from the testing of the classes of 1968 and 1969 at Haverford College at the beginnings and ends of their respective freshman years. A number of other questions were asked along with the SVQ, particularly in the administrations at the starts of the freshman year, in order to discover something about the personal and social context of the values tapped by the SVQ. Additional data available from College records were also used for this purpose. A sample of students in the class of 1969 was also interviewed intensively about their views in areas relevant to the SVQ. These interview data were coded and related to scores derived from the values measure as a means of providing a partial test of the validity of the measure. Comparisons among the SVQ scores of the samples drawn from different populations were performed in order to supply information about the questionnaire's validity. The data from the two administrations to the large Haverford samples also provided information about value change during the freshman year.

The procedures employed in each step of the research will be discussed in detail along with the presentations of the results of that step. Because the work supported by the Cooperative Research Contract with the Office of Education was a direct continuation of previous efforts,[1] which have not been published, and because much of the activity under the Contract consisted of analyzing data collected earlier, the report will begin at the very beginning of the research program.

The development of the social values questionnaire (SVQ)

Form A

The first step was the creation of a set of items to be used in the questionnaire. The format was the conventional one of assertions with which the respondent could agree or disagree. A six category scale ranging from strongly agree to strongly disagree was chosen as the means by which the subjects would respond. After looking at a number of published value scales, it was decided to write a new set of items which had high face validity with respect to the orientations to be measured. This pool was supplemented by some items from the Couch factors of the Bales Value Profile Inventory (Couch, 1960). Drs. Donald R. Brown and Kathryn Koenig, then of Bryn Mawr College, assisted the writer in the creation and editing of the items. Both of these researchers had been intimately involved with intensive college studies, Dr. Brown with the Vassar studies and Dr. Koenig with the replication and follow-up of Newcomb's Bennington study. In writing the items, it became clear that more value dimensions were potentially involved in the area of interest than had been originally considered. It seemed wisest to include all possible items in the initial pool. A special attempt was made to vary the point of view expressed in the items relevant to a given dimension in order to minimize the role that agreement response set would play in responding to the items.

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[1] The pre-contract work was supported by grants from the Haverford College Faculty Research Fund, which also supplemented the contract funds when it became clear that these would not cover the costs involved in completing the present phase of the program.

The first form of the questionnaire composed of 133 of these items was answered by a preliminary sample of 59 Haverford and 30 Bryn Mawr undergraduates late in the spring of 1964.

(See Appendix I A for a copy of the questionnaire.) All the Bryn Mawr students and 40 of the Haverford students were recruited from classes in social psychology. The remaining 19 Haverford students were drawn from a group selected at random from the college directory.

In addition to asking for ratings of agreement with the items, the form asked the respondents to indicate which items were seen as ambiguous. Six Bryn Mawr and 12 Haverford students were interviewed about their reactions to the questionnaire in order to discover why some items were ambiguous and to obtain a general impression of whether the questions were eliciting responses relevant to the value areas at the focus of the research. In general, the students found most of the items clear and appeared to be responding in terms of a frame of reference that was relevant to the values we wished to measure. No systematic analysis was made of these interview data.

On the basis of the interviews and the remarks made on the questionnaire, 15 items were eliminated from further analyses because they were found to be ambiguous by approximately 10 per cent or more of the respondents. The listing of item correspondences among the several forms and analyses in Appendix II A indicates which items were omitted. There did not appear to be any pattern in the contents of the omitted items. The remaining 118 items were run through a program yielding means, standard deviations, variances, sums of ratings and sums of squared ratings. These are given in Appendix II B 1 and II B 2. A "t" analysis of the differences between the mean item ratings made by the two samples revealed 22 items which differed at the $p \leq .05$ level, with a two tailed test.[2] (See Appendix II B 3.) In responding to these items,

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[2] In this and all other analyses, missing or unreadable ratings were replaced by the integer closest to the mean of the ratings given by all the people in the sample who had responded to the item. If more than 10 per cent of a person's ratings were missing, he was eliminated from the sample. Relatively few persons omitted ratings and there were no items which more than two or three per cent of the sample failed to rate.

Haverford students showed less agreement than Bryn Mawr students with statements emphasizing the need for self restraint to avoid hurting others and with statements involving concern for the welfare of others. The men also showed more disagreement with assertions about the need for rules and cooperation with leaders in groups; on the other hand they agreed more with the positions that men are naturally socially oriented, and that persons ought to join in group activities. The unrepresentative nature of the two samples prevents the drawing of any conclusions from these findings about differences between the Bryn Mawr and Haverford populations, to say nothing of differences between men and women in general. The differences did, however, make it necessary to carry out further analyses separately for each sample. The Bryn Mawr analyses were not pursued very far because of the small size of the sample and the fact that conditions did not permit the collection of additional data at Bryn Mawr.

The next steps in the treatment of the data from Form A of the SVQ were to intercorrelate the item ratings and to subject these correlations to a centroid factor analysis. It was recognized that the computations of means, "t's", and product-moment correlations with rating scale data violated the interval scale requirements of these methods. Unfortunately the computer facilities and programs available allowed no other methods for discovering the structure of the domain from which the items were drawn. It was hoped that consistency with additional data to be collected and the generation of meaningful relationships would test the degree to which the statistical improprieties diminished the reliability of the results.

As is usual in such matters, it was expected that the violation of the statistical requirements would create noise so that any consistencies in meaningful relations observed could be trusted.[3]

The orthogonal rotation program used in the analysis was written by Professor A. Paul Hare of Haverford College and was based upon a method described by Guilford (1954). It involved approximating simple structure by rotating a factor in order to maximize the loading of a selected item on the factor being rotated. The choice of the item was determined by inspection of the plots of the unrotated centroid factor loadings. The decisions were sometimes rather difficult to make because there was more than one reasonable rotation. Alternative rotations of the first centroid factor yielded similar results with the absolute values of the correlations between the alternative sets of loadings on the respective first factors ranging from .88 to .92.[4] The difficulty became greater as one went from the first to the second, to third, etc., factors. As a result, it seemed unwise to give too much weight to the later factors, especially in view of the small size of the sample. Sometime after the centroid analyses were performed, the same data re re-analyzed using the Principal Components method, with the varimax rotation. The new analysis was made possible through the help of Dr. Donald Brown of the Center for Learning and Teaching at the University of Michigan, who arranged for access to a large computer.

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[3] A partial check on possible departure of the rating scale data from an equal interval scale was made as follows: the ratings were examined to determine whether individual differences in the use of extreme values affected the inter-item correlations. Each subject's ratings were divided by the standard deviation of his ratings and his mean rating was added to each of these quotients. This eliminated individual differences in variability of ratings, while preserving the individual differences in mean rating given to all the items.

Inter-item correlations were then computed using these corrected ratings and compared with the correlations based on the raw data. It is difficult to compute the significance of the differences between correlations based on the two kinds of scores because the samples are obviously not independent, thereby reducing the standard error of the difference.

Using the r to z transformation, the standard error of the difference is .19. Using the .10 level of confidence as the criterion of significance because of the non-independence of samples, the transformed correlations must differ by .31 in order to be significantly different. Only one of the 6,903 differences approached this size and 18 more were within seven units of the criterion. Most of the differences between the correlations were less than .10. These results appear to rule out any distorting influence of individual differences in the range of the ratings given to the items. It was therefore decided to continue using the raw ratings in subsequent analyses.

Appendices II I 1 and II I 2 present the factor loadings of the Form A items obtained by the centroid method. In the most thorough analysis of the Haverford data, the first factor was rotated through item 129, which appears as variable 113 in the analysis. It had 47 items with loadings -.30 at one end and 30 items with loadings -.30 at the other end. The criterion value of $|.30|$ for including an item in the definition of a factor was made rather arbitrarily; when items with lower loadings were included, the meaning of the factor tended to blur because the items with

[4] Although several complex methods of comparing loadings of a set of items on two factors do exist, none were available to the writer and non appeared to be accepted as standard (H. Kaiser, personal communication). Reliance was therefore placed upon product-moment correlations of factor loadings. Correlations probably overestimate the similarity of sets of factor loadings because the many items which have near zero loadings on both factors contribute to the correlation. While this is not unreasonable, in the sense that agreement about which items do not load appreciably on the factors being compared is an index of similarity, it would have been desirable to have given the items with moderate and high loadings greater weight in the correlations. The programs available did not allow this.

low loadings appeared inconsistent with more heavily loaded items. The first end of the first factor might be described as an amalgam of valuing democratic, cooperative activity in groups and being concerned with the welfare of others. The other end emphasizes the values of acting out of genuine personal interest or preference, rather than from a feeling of social obligation, and independence from group ties or conformity pressures. This factor accounted for about 17 per cent of the total variance in the inter-item correlations. It appeared to be rather closely related to the value dimension which was believed to be a pre-requisite for good citizenship.

The Haverford second factor was placed through item 1 (variable 1) and accounted for 6.3 per cent of the total variance. At one end there were 19 items which met the criterion for inclusion; these stressed the values of individualism and self reliance in a rather exaggerated way. The other end had only four defining items; these reflected an altruistic concern for taking care of others. The major difference between the first and second factors was the prominence in the latter of what can be called a "Social Darwinist" ethic at the individualist pole. The statements at the individualist end of the first factor had a less strident tone and seemed to be concerned mostly with denying the obligatory nature of social welfare or group-oriented activities rather than directly valuing a rugged individualist position.

The third and final factor to be rotated was located through item 108 (variable 93) and accounted for 3.9 per cent of the variance. At one pole it had 13 items with loadings greater than $|.30|$; these valued a laissez-faire, non-judgmental stance toward the behaviors of others and a disinclination to act to correct or prevent unjust behaviors. The six items defining the other pole emphasized the obligation to act in order to prevent immoral acts by others. Rather surprisingly, both ends had a few items, with loadings very near the criterion, which expressed the value of belonging to groups. These last items clouded the meaning of the dimension.

No attempt was made to do an independent analysis of the Bryn Mawr data, for reasons already discussed. Instead, the centroid factor matrix, derived from the Bryn Mawr inter-item correlations, [illegible] to determine how well the former would fit the latter. A preliminary examination of the differences between corresponding correlations in the Haverford and Bryn Mawr correlation matrices revealed many large differences. These, combined with the previously observed differences in mean item rating led to the expectation that the Bryn Mawr matrix would not be described well by the Haverford factors. This expectation was borne out by the differences between the unrotated matrices. (See Appendices II I 3 and II I 4.) Had the Bryn Mawr data been analyzed independently, the first rotation would not have been made through item 128 which was used with the Haverford factors.

As was mentioned earlier, the Haverford Form A inter-item correlations were also subjected to a Principal Components analysis. This technique tends to divide the variance into smaller parts than the centroid method. The major components were put through the varimax orthogonal rotation, which uses mathematical criteria rather than subjective judgments for determining angles of rotation. These appeared to be the primary methods used in recent factor analytic work and it was hoped that their use would provide a more dependable and meaningful description of the dimensions along which the ratings of the SVQ items varied.[5]

Eleven rotated factors were obtained from the analysis, accounting together for 54 per cent of the total variance in the correlations. (See Appendix II I 5.) The rotated factors are described below. Following each factor number is the percentage of the total variance for which it accounts. Also included are the numbers of items with loadings greater than $|.30|$ at each pole. It will be seen that some descriptions are based upon very few items and must therefore be regarded as very tentative; indeed, the number of subjects involved is considerably smaller than is normally used in such analyses, making the entire set of factors tentative.

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[5] The program employed in the analysis had a limit of 110 variables. This limit required the elimination of eight items from the set subjected to the centroid factor analysis. Due to faulty communication, an error occurred in the item elimination. It had been intended to eliminate items 5,6,18,21,37,71, and 73, primarily on the basis of ambiguities or awkwardness in their wordings. Instead, the items bearing the centroid variable numbers listed above were eliminated. Time and cost considerations prevented a re-analysis of the data as originally planned. The presence of a large pool of items probably minimized the effect of the error.

Table 1

Descriptions of Principal Components - Varimax Factors

Form A - Haverford Subjects

1. (2.6) Individual self-fulfillment and resistance to conformity pressures (3 items) vs. creating and conforming to group norms (4 items)
2. (4.9) Refraining from moral judgments of others (9 items) vs. supporting generally held moral standards and working for group goals (7 items)
3. (4.3) Altruism and devotion to group goals (12 items) vs. letting people take care of themselves (2 items)
4. (6.9) Remaining aloof from others and lack of concern for their rights and welfare (22 items) vs. obligation to act to protect rights and welfare of others (10 items)
5. (3.2) Uninterpretable (6 items vs. 2 items)
6. (3.1) Uninterpretable (11 items, unipolar)
7. (5.2) Rejection of group rules (13 items)vs. gratification from working toward group goals (6 items)
8. (3.2) Extreme individualism and standing alone (7 items) vs. mild disposition to cooperate in group setting (6 items)
9. (7.9) Active support of group norms and the general social welfare (22 items) vs. denial of obligation to support groups and belief in the damaging effects of conformity pressures (13 items)
10. (7.1) Laissez-faire orientation towards protecting the welfare of others (15 items) vs. moral obligation to prevent injustices toward others and to protect their welfare (11 items)
11. (5.7) Identification with and participation in groups (18 items) vs. opposite (2 items)

Although most of the factors appeared meaningful in terms of what the questionnaire was supposed to study, the large number of factors was puzzling, especially in view of their apparent redundancy. Shared items aside, several of the factors seemed to mean the same thing. To be sure, it was possible to create descriptions reflecting subtle differences in the connotations of the items, but these might well have been a better measure of the interpreter's verbal fluency than the nature of the value structure giving rise to the subjects' ratings. An indication of the redundancy is provided by the correlations among the 110 item loadings on each of the rotated factors (see Table 2). Many of the correlations are quite high, exceeding by far the .25 value required for significance at the .01 level with a two tailed test. Rotated components 7, 9, 10 and 11 formed a fairly tight cluster, with 2 and 4 closely related to some of the components in the cluster. Table 2 also presents the correlations among the loadings produced by the several rotations of the first centroid factor and the corresponding loading rotated on the Principal Components.

Table 2

Correlations Among Loadings on Principal Components -
Varimax Factors and Various Rotations of First Centroid Factor
Form A - Haverford Data

Principal Components - Varimax Factors

Factor	1	2	3	4	5	6	7	8	9	10	11
1		-.19	-.09	.14	-.07	-.03	.10	.04	-.08	.11	-.30
2			.24	-.38	.12	.11	-.31	.26	.48	-.50	.38
3				-.44	.14	.19	-.50	-.09	.36	-.40	.24
4					-.03	-.19	.25	-.01	-.33	.52	-.42
5						.04	-.11	-.05	.12	-.15	.29
6							-.06	.06	-.02	-.11	.03
7								.23	-.51	.45	-.41
8									.26	.17	-.21
9										-.53	.50
10											-.48

Table 2 (cont'd)

Haverford - First Centroid Factors

Factor	128*	122*	114*	85*	76*
1	.23	-.12	-.17	-.12	-.11
2	-.63	.63	.64	.58	.65
3	-.48	.53	.54	.78	.58
4	.54	-.64	-.72	-.71	-.71
5	-.30	.25	-.03	.18	.18
6	-.07	.06	.05	.16	.20
7	.63	-.58	-.51	-.63	-.59
8	.27	-.25	-.24	-.22	-.23
9	-.81	.74	.80	.70	.64
10	.79	-.77	-.75	-.74	-.90
11	-.78	.62	.56	.60	.56
128		-.91	-.88	-.88	-.89
122			.89	.89	.90
114				.90	.91
85					.92

* The numbers refer to the items through which the rotations were passed.

Because of the high intercorrelations among the centroid factors, they present virtually the same patterns of relationships with the other set of factors, ignoring directions of correlations. It is particularly interesting to note that the correlations between the Principal Component-varimax and the rotated centroid factors were highest, with only two exceptions out of 30 instances, when the components in or associated with the cluster were involved. It is clear that the first rotated centroid factor includes items which are separated by the other method.[6]

Form B

The appearance of a strong, first, rotated centroid factor in the analysis of Form A which corresponded rather well to the combination of values the questionnaire was designed to measure led to a more systematic and large scale collection of data. In the construction of the new form, items with ambiguous or awkward wording were rephrased or eliminated, as were items with low centroid

[6] It might be thought that such high correlations among loadings as were found with the Principal Components-varimax method would be impossible because of the orthogonal nature of the varimax rotation. However, this is not the case if the factors are poorly placed. An extreme example of this would exist when a plot of all the item loadings lay along a straight line which made a 45 degree angle with each of the two factors serving as the axes of the plot. In this case the correlations between the two sets of loadings would be 1.00, despite the orthogonality of the factors. One could hardly call such a rotation an approximation to simple structure, but the present correlations indicate a less extreme form of departure from simple structure. This problem with what was expected to be a more adequate method than the one previously employed was not discovered until rather late in the research. As a result the major reliance continued to be placed upon the more advanced, but perhaps less adequate procedure. Ideally the data should have been put through a procedure allowing oblique rotations, but such a procedure was not available.

communalities. Many pairs of apparently similar items were retained with the hope that they would eventually be used in alternate forms of the SVQ. An introduction was added to the items in order to clarify the meanings of some terms that were important but ambiguous. The SVQ-Form B was included as part of a long questionnaire which was mailed to all incoming freshmen, with United States addresses, in the Haverford class of 1968. (See Appendix I B). Students received these a week or so before they arrived on campus for freshmen orientation. The questionnaire was accompanied by a short letter from the Director of Admissions approving of the study and mildly recommending that the student participate. Also included was a longer letter from the project director which explained the general purpose of the research as trying to find out about the effects of college upon students and solicited the student's cooperation in the research. Both letters, which are reproduced in Appendix I E 1 and I E 2, contained prominent statements indicating that participation in the study was voluntary. Students were requested to complete and return the questionnaires in the stamped, addressed envelopes provided.

The rate of return was quite high. The class contained 144 freshmen, of whom 122 eventually returned questionnaires. About two thirds of the respondents mailed the materials as requested. The remainder either brought the completed forms when they arrived or answered the questions during their first two or three weeks on campus. All students who had not returned the questionnaire by the time they came to Haverford were sent a note reminding them of the study and asking them to respond to the questions and to return the materials. (See Appendix I E 3.)

The mean ratings of the items on Form B of 118 students are given in Appendix II D 1. The four who are missing either failed to respond to many of the items or omitted the SVQ section completely. Several analyses were performed to determine whether the items elicited similar responses to Form A and Form B administrations. The differences between the mean ratings on comparable items were tested for significance.[7]

Thirty-one of the differences produced "t" values that were significant at $p \leq .05$, with two tailed tests. (See Appendix II D 2.) Some of the items involved in the differences had been reworded in more than a minor way; the Form B numbers of these were 1, 6, 8, 11, 24, 48, 73, 75, 89 and 92. The remaining items producing significantly different ratings were 3, 9, 19, 21, 27, 28, 40, 46, 50, 59, 61, 63, 66, 69, 70, 77, 79, 81, 97, 103 and 105. An intuitive assessment of the nature of the differences between the samples suggests that the students responding to Form B saw relatively more conflict between individual development and self-fulfillment on the one hand and involvement in groups on the other; they were also relatively more willing to acknowledge the rights of groups to put pressure upon members to conform to group standards; and finally they were more in favor of action to promote the welfare of others.

[7] The wording changes made in some of the items created differences in meaning as well as clarity. Often the items became less extreme as a result of the changes.

The data at hand do not permit an explanation of these differences. However, despite their presence, the means of the responses to the two sets of items correlated .91. This indicates that while the level of agreement with certain positions was different in the two samples, the patterns of agreement and disagreement were rather similar.[8]

The item ratings on Form B were intercorrelated and subjected to a centroid analysis. (See Appendix II J 1.) Once again several rotations of the first centroid factor were possible, but it was decided to try only two, both of which had been tried in the analysis of Form A. One rotation was passed through Form B item number 100, which corresponds to Form A item 122; the other was located through item 106, corresponding to Form A item 128. The correlation between the factor loadings produced by the alternate rotations was -.91. Rotations of the second and fourth factors were carried out through items 62 and 85, respectively, after the rotation of the first factor through item 100. However, the availability, by that time, of the more advanced analysis led to the decision not to try to interpret these rotated factors. (See Appendix II J 2.) The major reason for the centroid analysis of Form B was to check the stability of the major factor. The correlations between the two sets of loadings on the Form A and Form B factors were .81 and .82, suggesting a fair degree of stability.

[8] The correlation involved only 110 of the 111 items because it was computed as part of a larger analysis, involving the Principal Components from Form A (see Table 2); this analysis was limited to 110 items.

The Principal Components-varimax analysis of the Form B data required the elimination of one item to fit the limits of the program. Item 27 was discarded because of its wording, its low loading on the first rotated Form B centroid factor, and its low communality. Fifteen components were selected for rotation; after rotation they accounted for 52.9 per cent of the total variance in the correlations among the Form B items. (See Appendix II J 3.) The factors are described in Table 3. The number in parentheses following the factor number is the per cent of the total variance accounted for by that factor.

Table 3

Descriptions of Principal Components

Varimax Factors - Form B

1. (2.2) Belief in groups having detrimental effects on individual freedom and self-fulfillment (5 items, unipolar)
2. (2.5) Emphasis on the conflict between individual needs and group demands, with former being more valued (4 items) vs. uninterpretable (1 item)
3. (2.6) Minding one's own business and not volunteering to help or influence the morals of others (4 items) vs. uninterpretable (3 items)
4. (3.6) Self restraint out of consideration for others and acceptance of social control (6 items) vs. lack of concern about effects of one's behavior on others (3 items)
5. (8.6) Obligation to protect the welfare of others and to participate in group activities (18 items) vs. denial of this obligation (19 items)
6. (3.1) Giving individual goals greater weight than group goals (3 items) vs. opposite (6 items)
7. (2.3) Active, unrestrained satisfaction of individual desires (6 items, unipolar)

8. (2.6) Cooperativeness and willingness to enforce group norms (7 items, unipolar)

9. (2.7) Emphasis on voluntary aspect of cooperation in group setting and concern for others (8 items) vs. uninterpretable (1 item)

10. (2.6) Emphasis on personally motivated as opposed to group motivated altruistic and considerate behavior (7 items, unipolar)

11. (3.8) Rejection of group-imposed restraints (7 items) vs. acceptance of obligation to participate and cooperate in groups (7 items)

12. (4.3) Rejection of group pressures and conformity to group norms (9 items) vs. uninterpretable (3 items)

13. (4.8) Self-fulfillment through identification with groups and warm interpersonal relationships (12 items) vs. uninterpretable (3 items)

14. (4.6) Obligation to act in order to uphold generally accepted moral code (12 items) vs. refusal to make moral judgments of others (5 items)

15. (2.6) Importance of maintenance of group norms and general moral standards (5 items) vs. uninterpretable (2 items)

The redundancy noted among the rotated components of Form A also emerged in the analysis of Form B. The correlations among the rotated components are presented in Table 4. While the relationships are not generally as high as was the case with Form A, there was a loose cluster composed of rotated components 4, 5, 6, 11, 13 and 14. These components are the ones accounting for relatively large amounts of variance, although component 12, which is also strong, is not present in the cluster. The cluster components also are the ones which correlate most highly with the loadings obtained from the two rotations of the first centroid factor.

Table 4

Correlations Among Form B Rotated Principal Components and Rotated Centroid Factors

	1	2	3	4	5	6	7	8	9
1		.01	.01	.01	.04	.04	.03	.07	.02
2			-.08	.17	.17	.14	.00	.00	-.02
3				-.14	-.15	-.13	-.02	-.03	.06
4					.46	.31	.07	.05	-.15
5						.32	.14	.06	-.13
6							.07	.08	-.12
7								.10	-.10
8									-.07

	10	11	12	13	14	15	100*	106*
1	.05	.00	-.06	.10	.02	-.08	-.02	.04
2	.06	.16	-.03	.12	-.22	-.08	-.21	.19
3	.00	-.08	.03	-.03	.16	108	.18	-.14
4	.18	.30	-.19	.13	-.32	-.17	-.58	.50
5	.13	.41	-.22	.41	-.46	-.19	-.92	.80
6	.11	.27	-.22	.20	.24	-.15	-.49	.47
7	.09	.04	.00	.13	-.13	-.08	-.11	.15
8	-.05	.09	-.18	.01	-.03	-.09	-.07	.06
9	-.09	-.11	.17	-.08	.07	.04	.09	-.18
10		.11	-.13	-.06	-.06	-.12	-.14	.06
11			-.18	.32	-.21	-.09	-.55	.74
12				-.14	.05	.11	.23	-.35
13					-.20	-.10	-.55	.65
14						.19	.62	-.42
15							.24	-.17
100								-.91

* The numbers refer to the items through which the rotations were passed.

The stability of the factorial structure across the two forms of the SVQ was tested with the rotated principal components as it had previously been tested with the rotated first centroid factors. At first it was thought that this comparison would provide a more reliable index of stability than the previous one because the components were not influenced by the decisions of an analyst. However, the peculiarly divided, redundant nature of the components put this assumption in doubt. Nevertheless, the 10 largest rotated components of Form B were correlated with the eight largest rotated components of Form A and also with the rotated Form A first centroid factors.[9]

Some of the correlations among the rotated components of the two forms are quite high. Form B component 5 is strongly related to Form A components 4 and 11. Indeed, Form B component 5 is correlated fairly highly with all of the Form A components and also related more strongly to the Form A centroid factors than did any of the other Form B components. Because the analysis included only components accounting for relatively large amounts of variance, it is difficult to determine whether the components in the clusters correlated more highly across the

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[9] This analysis was based on only 88 items because it was performed as part of a larger analysis involving the third form of the SVQ; only items with substantially the same wording in all three forms were included. One measure of the effect of dropping some items from the correlation can be obtained by comparing the correlations of corresponding centroid factors of the two forms obtained in the limited analysis with the same correlations obtained in the analysis performed with almost all the items (see p. 32 above). The corresponding correlations in the two analyses are almost identical, differing by .06 in one instance, and .02 in the other. On this basis, it appears that the correlations in Table 5 provide a valid index of what the matrix would have been had all the items been included.

Table 5

Correlations Among Form A and Form B Rotated Components and Factors

Form B	Form A Principal Components - Varimax Factors 2	 3	 4	 7	 9	 10	 11	 Centroid 1st Factor 107	 113
1	-.13	-.12	.01	.34	-.16	.11	-.11	-.13	.17
3	.20	.05	-.04	-.17	.22	-.17	.08	.18	-.20
4	-.26	-.49	.37	.36	-.51	.47	-.23	-.57	.51
5	-.38	-.52	.68	.39	-.53	.73	-.44	-.76	.69
6	-.48	-.25	.29	.29	-.49	.35	-.44	-.54	.56
8	-.24	-.20	.01	.24	-.28	.18	-.19	-.25	.30
11	-.46	-.30	.44	.25	-.32	.48	-.51	-.57	.56
12	.30	.22	-.22	-.50	.39	-.13	.29	.35	-.37
13	-.29	-.45	.41	.42	-.44	.46	-.64	-.59	.62
14	.50	.24	-.35	-.26	.45	-.45	.24	.53	-.48
100	.51	.58	-.68	-.47	.64	-.77	.56	.87	-.81
106	-.54	-.54	.66	.50	-.62	.74	-.68	-.87	.84

two forms than did the other components. Despite the difficulty, an attempt was made to make this determination by dividing the correlations into three groups: a) those involving components associated with clusters in each of their respective forms; b) those involving a component associated with a cluster and a component not associated; and c) those involving two components, neither of which was associated with a cluster. Correlations falling in these classes were divided according to their absolute magnitudes into four approximately equal groups. The contingency table created by these divisions is shown in Table 6. There is a definite tendency for components drawn from the clusters to produce higher correlations than those not associated

Table 6

Classification of Correlations Among Rotated Components From Form A and Form B According to Cluster Membership

	Correlation Range				Total
	$\leq \lvert .20 \rvert$	$\lvert .21 \rvert - \lvert .32 \rvert$	$\lvert .33 \rvert - \lvert .45 \rvert$	$\geq \lvert .46 \rvert$	
Both Components in Clusters	0	9	14	13	36
One Component in Cluster	14	8	5	3	30
Neither Component in Cluster	3	1	0	0	4
Total	17	18	19	17	70

with clusters. This table was not tested for significance because of the omission of several factors from the correlation analysis. It does, however, seem likely that the addition of the weak, non-cluster components would most likely have added cases to the lower left-hand cells, thereby increasing the strength of the relationship observed. This supposition is based on the idea that the weak components are probably chance occurrences, unlikely to show up on repeated analyses.

The contingency analysis of the inter-form correlations and the correlations between the Form B components with the Form A and B centroid factors suggest that the relatively stable aspect of the SVQ factorial structure was tapped by the rotated first centroid factors and by the components which were correlated with these factors as well as among themselves.

An examination of the meanings of these factors indicates that the dimension dealing with protecting the welfare of others is the one which is most clearly repeated. Beyond this clear repetition, the other cluster components on one form which correlate with several but not all cluster components on the other form seem concerned with the value of being identified with groups, as opposed to being a rugged individualist; and to a lesser extent with the value of cooperation, where no mention is made of specific group rules. In both forms there were components (A7 and B12) which were concerned with orientations toward group regulations. On Form A this theme was clearly a part of the general cluster and the first rotated centroid factor; component A7 correlated .63 with the preferred rotation of the first centroid factor. On Form B the nature of this component had changed so that it was no longer part of the global first centroid factor and associated components.

The major change appears to have involved the value placed on working for group goals. In Form A it is part of the rules component; in Form B it is not. It was probably the positive, altruistic aspect of working for group goals that produced the correlation between A7 and the cluster. It is also interesting to note that despite the separation of concern with specific group rules from the general cluster, a more general kind of orientation toward supporting general moral standards (B5 and B14) does remain in the cluster. Discussion of the possible significance of these patterns of stability and change for evaluating the success of the questionnaire in measuring what it was intended to measure will be delayed until after the presentation of data from the third form.

Form C

Because of the wording changes between Forms A and B of the Social Values Questionnaire and because of the peculiar nature of the first sample, it was decided to collect one more round of data before accepting a given set of factors for further work. The third form of the SVQ was constructed with the major aim of cutting down the number of items in order to reduce resistance to completing the questionnaire. As before, judgments of meaning clarity and the magnitudes of item communalities were used as criteria in eliminating items. In April of 1965, Form C of the SVQ and two other parts of the questionnaire administered the previous summer were given to volunteers in the Haverford freshman class of 1968. The SVQ alone was given to the Form A respondents who were still on campus and who were willing to cooperate. All the respondents were recruited by mail, but were given the questionnaire in the psychology laboratory. The latter procedure was used to minimize the opportunity for students being influenced by roommates or friends as they answered the questions. Because the questionnaires were administered over a two-week period, it is quite possible that the items were discussed, although the students were asked not to do this. The freshmen were paid $2.00 in cash when they handed in the completed questionnaire, while the upperclassmen were given $1.00. The discrepancy in payment was due to the difference in the amount of time required of the two groups. Of the approximately 135 freshmen on campus in the spring of 1965, 111 completed Form C of the SVQ; 94 of these had also completed Form B. Thirty-six upperclassmen also answered the questions.

Appendix I E 7 contains the initial spring recruitment letter sent to the freshmen during the replication of the study the following year. The note used with the class of 1968 was substantially the same. Students who did not respond to the first note received a second, much like the first. The remaining holdouts received a short handwritten appeal to participate. The upperclassmen were sent a note similar to the one sent to the freshmen. Appendices II E 1 and II E 2 present the item means and standard deviations for the two groups of subjects tested in the spring of 1965.

The Form C responses of the freshmen were inter-correlated and subjected to a centroid factor analysis. Two rotations of the first factor were made through the items that had been used in the Form B rotations. (See Appendices II K 1 and II K 2.)

The purpose of this analysis was simply to examine the stability of the loadings. The two sets of Form C loadings correlated .88 with each other, .93 and .88 with their corresponding Form B factors and .87 and .89 with their corresponding Form A factors. It is clear that, insofar as the correlation coefficients can be relied upon for an indication of the similarity of factors, the same first rotated centroid factor appeared in all three sets of data.

A Principal Components-varimax analysis was also carried out with the Form C data. For reasons which will be explained below, this analysis was not performed until some time after the centroid analysis. By that time working definitions of the SVQ factors had been chosen so that no attempt was made to interpret the rotated Form C components. However, the loadings on the rotated components correlated with each other, with the loadings on the two Form C rotated first centroid factors and with the loadings on the rotated Form B components (see Table 7).

The picture presented in Table 7 is the familiar one of non-independence among a cluster of components. In the present case, rotated components 8, 10, 11 and 12 were relatively closely related to one another, with component 4 being closely bound to two of the cluster members. Also associated with the cluster were components 5 and 9; they were tied in primarily through correlations with component 12. Continuing the pattern of repeated findings is the observation that the components in the cluster were the ones accounting for relatively larger amounts of variance and were more highly correlated with the first rotated centroid factors.

Table 8 shows the correlations between the Form B and Form C rotated components. As before, there were a number of moderate and a few high correlations between components from the two sets of data. A contingency table of the correlations divided by cluster membership and magnitude was set up in order to see whether the correlations among components belonging to clusters on their respective Forms would be more highly correlated than non-cluster members. It seems clear from Table 9 that this was indeed the case.

Table 7

Correlations Among Rotated Principal Components and Rotated Centroid Factors - Form C

	Principal Components - Varimax Factors												Centroid Factor*	
	1	2	3	4	5	6	7	8	9	10	11	12	92*	98*
1		.13	.14	.24	.22	.11	-.02	.26	.34	.22	.11	-.35	-.24	.39
2			.19	.20	.21	.13	.09	.28	.23	.33	.26	-.31	-.48	.48
3				.20	.23	.17	.13	.18	.17	.32	.25	-.29	-.34	.24
4					.10	.20	-.09	.31	.30	.44	.27	-.46	-.54	.59
5						.16	-.05	.28	.38	.18	.15	-.44	-.21	.37
6							.16	.30	.10	.37	.27	-.15	-.36	.22
7								.04	-.11	.13	.14	-.03	-.11	.01
8									.39	.47	.40	-.38	-.63	.61
9										.37	.26	-.43	-.48	.60
10											.50	-.39	-.89	.66
11												-.36	-.71	.62
12														
92														-.88

* The numbers refer to the items through which the rotations were passed.

Table 8

Correlations Among Form B and Form C Rotated Components

	Form C											
Form B	1	2	3	4	5	6	7	8	9	10	11	12
1	.31	.06	.00	.23	.04	-.03	.04	.03	.14	.14	-.13	-.14
2	.29	.23	.01	.25	.32	.17	-.08	.25	.19	.20	.17	-.21
3	-.04	-.15	.03	.02	-.27	-.19	.00	-.22	-.28	-.08	-.07	.06
4	.14	.26	.23	.41	.23	.25	.02	.37	.41	.61	.38	-.22
5	.24	.33	.33	.48	.14	.55	.19	.52	.37	.84	.60	-.44
6	.22	.23	.16	.29	.25	.19	-.15	.32	.42	.39	.36	-.43
7	.07	-.03	.13	.19	.12	.00	-.09	.01	.07	.12	-.01	-.17
8	.29	-.03	.13	.10	.12	-.11	.38	.16	.36	.08	.05	-.12
9	-.13	-.09	-.16	.15	-.34	.05	-.01	-.11	-.49	-.18	-.16	.14
10	.07	.15	.32	.08	.06	.12	.06	.02	.12	.23	-.03	.10
11	.19	.31	.40	.30	.32	.18	.17	.36	.30	.44	.47	-.53
12	-.42	-.08	-.09	-.28	-.37	.02	-.01	-.12	-.50	-.17	-.21	.24
13	.17	.34	.36	.40	.28	.08	.13	.20	.28	.34	.30	-.80
14	-.19	-.15	-.13	-.32	-.24	-.39	-.08	-.79	-.28	-.44	-.31	.32
15	-.17	.00	-.22	-.13	-.14	-.19	.12	-.28	-.27	-.08	-.10	.23

Table 9

Classification of Correlations Among Rotated
Components From Form B and Form C
According to Cluster Membership

	Correlation Range				
	-.10	|.11|-|.18|	|.19|-|.31|	-.32	Total
Both Components in Clusters	0	1	12	29	42
One Component in Cluster	22	28	31	12	93
Neither Component in Cluster	24	13	5	3	45
Total	46	44	48	44	180

Pooled Analysis

The indications of stability in the factorial structure of the SVQ made it appear reasonable to pool the data from Forms B and C for an additional Principal Components-varimax analysis. The Form A data were not included because of the considerable number of wording changes that had been made between Forms A and B. The fact that 94 of the 173 respondents were represented by a set of responses to each form of the SVQ had advantages and disadvantages as far as the development of the questionnaire was concerned. Sets of items eliciting the same relative amounts of agreement on both administrations to the common sample would correlate more highly in the total analysis than items eliciting less stable response patterns. In turn, these higher correlations would have a relatively greater effect upon the factorial structure emerging from the pooled data anlysis. The advantage of this state of affairs is a structure with increased reliability and equal appropriateness for students who had never before answered the questions and students who had already been tested once. The use of responses made at the start and the end of the freshman year also makes the structure appropriate for students who have had no college and students who have had what previous research suggests is the most influential year of college.[11]

The disadvantage of pooling the summer and spring responses is that of covering up any changes in factorial structure which might occur during the freshmen year. The relatively small sizes of the samples made it unlikely that such differences could be clearly observed even if the pooling had not occurred, particularly given the absence of a readily available method for testing the differences that might be observed. The final element tipping the scales in favor of pooling was the high level of agreement between the separate centroid analyses of the B and C data. The decision to pool the data was made before the

[11] This advantage would have been retained had different samples been used for the two degrees of college experience. Such a procedure would have been possible by including the summer responses of half of the common subjects and the spring responses of the other half, with random determination of which of a subject's responses would be used. Given the small number of subjects, it was thought that the advantages of additional responses outweighed the disadvantages of throwing out half the dat

amount of agreement between the rotated components of the two sets of data was known.[12]

Nine components, accounting for 38 per cent of the total variance, emerged from the analysis of the pooled data. They are described briefly in Table 10. Appendix II L presents the rotated matrix. Because these factors were used in the remainder of the research, a listing was prepared of the items loading above the criterion on each factor. This fills out the skeletal descriptions presented in Table 10 and can be used to check the adequacy of these descriptions. The listing may be found in Appendix II M.

An inspection of Table 10 reveals the redundancy that has been noted in previous analyses. The redundancy can also be seen from correlations among the components presented in Table 11. Components 3, 5, 7, and 8 appear to form one cluster, while components 4 and 6 form another, with 2 loosely tied to 6. Component 9 appears to be equally related to both clusters.

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[12] Unfortunately a second misunderstanding occurred in the mail communication between the project director and the people doing the Principal Components-varimax analysis. It was intended that two analyses be performed, one with the pooled B and C responses and the other with only the Form C responses. To facilitate this, two decks of cards were mailed, one containing the pooled data and the other containing just the Form C data. The instructions accompanying the cards proved to be ambiguous and led to the inclusion of both decks in a single analysis. The Form C data were therefore entered twice in computing the correlations and therefore had twice the weight that was intended. The long delays between sending the data and receiving the results, usually two to three months, made it impossible to hold up the rest of the analysis in order to wait for a re-analysis of the properly pooled data. The Form C data were returned for a separate analysis because no decisions depended upon the factorial structure of these data, taken alone. The general consistency between the rotated components obtained in the seprate B and C analyses (see Table 8) and the substantial correlations between some of the pooled components and Form B components (see p. 42) mean that the error most likely had little effect upon the nature of the factorial structure emerging from the pooled analysis.

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Table 10

Descriptions of Principal Components - Varimax Factors

Forms B and C - Pooled Data

1. (2.6) Satisfaction from working towards group goals or for others, group emphasis primary (6 items, unipolar)

2. (3.1) Dangers of group effects on development and maintenance of individual potential and integrity, laissez faire attitude toward deviation from norms of democratic groups (8 items) vs. uninterpretable (1 item)

3. (3.0) Obligation to act to protect welfare of others when one is not directly the cause of their problems or closely related to them (5 items) vs. denial of this obligation (5 items)

4. (3.1) Opposition to group pressures toward conformity to group norms and preference for reliance on individual consciences for social control (9 items) vs. uninterpretable (1 item)

5. (4.8) Obligation to influence others to conform to moral code (8 items) vs. letting each person mind his own morals and not those of his neighbors (6 items)

6. (4.3) Legitimacy of group demands and pressures toward conformity to rules of group (8 items) vs. obligation to follow individual preferences when these conflict with group (6 items)

7. (4.8) Denial of social welfare obligation, with the emphasis on obligation, in favor of following directions set by one's personal orientation. This doesn't exclude social welfare activities, provided they spring from self rather than being taken on from outside because of obligations or pressures (12 items) vs. obligation to promote welfare of others (2 items)

8. (6.4) Emphasis on compassion and willingness to limit one's own behavior for the good of others, with subsidiary emphasis on positive action to help others (16 items) vs. lack of responsibility for well being of others (7 items)

9. (6.7) Belief in identification with and participation in groups as natural and conducive to development of self (10 items) vs. emphasis on remaining aloof from groups (8 items)

Table 11

Correlations Among Rotated Components -
Forms B and C - Pooled Data

	Principal Components - Varimax Factors								
	1	2	3	4	5	6	7	8	9
1		-.16	.01	.23	-.11	.16	-.10	.03	.26
2			-.24	-.12	.26	-.33	.28	.37	-.32
3				.12	-.45	.19	-.47	-.52	.26
4					-.27	.40	-.24	-.24	.47
5						-.37	.51	.51	-.41
6							-.36	.38	-.31
7								.68	-.48
8									-.46

The first cluster deals primarily with orientations concerning the welfare of others, while the second pertains to orientations toward group norms and conformity pressures. It seems reasonable that component 9 forms a link between these two clusters because it focuses upon identification with groups and could reflect either a "brother's keeper" or a conforming orientation.

In order to assess how well the pooled components represented the structures arrived at through previous analyses, the loadings obtained from the pooled analysis were correlated with some of the loadings obtained from each of the individual analyses. Table 12 presents correlations between the pooled components and the components derived from Forms B and C. All 102 items used on Form C were involved in the analysis. The double weight given to the Form C data in the pooled analysis (see footnote 12, p. 47) necessarily produced higher correlations between the

Table 12

Correlations Among Components Based on Pooled Data and Components Based on Separate Analyses of Each Form

	Pooled Components								
Form B Components	1	2	3	4	5	6	7	8	9
1	-.05	.42	-.07	-.15	.04	-.09	-.06	.10	-.15
2	-.03	.19	-.23	-.26	.34	-.20	.19	.16	-.23
3	-.18	.14	.20	.17	-.26	.34	-.07	-.09	.08
4	.00	.34	-.40	-.12	.43	-.44	.52	.60	-.26
5	-.04	.42	-.73	-.18	.58	-.30	.79	.83	-.49
6	-.24	.20	-.24	-.21	.36	-.50	.43	.37	-.42
7	-.07	.17	-.15	-.07	.05	-.09	.03	.11	-.19
8	-.50	.29	.05	-.14	.12	-.40	.05	.05	-.09
9	-.08	.04	-.09	.35	-.09	.52	-.19	-.22	.10
10	-.09	.12	-.20	-.15	.03	-.12	.06	.31	.12
11	-.20	.19	-.14	-.45	.37	-.23	.59	.51	-.52
12	.07	-.52	.11	.47	-.08	.52	-.33	-.11	.22
13	-.20	.19	-.15	-.37	.20	-.20	.36	.43	-.86
14	.10	-.15	.50	.23	-.87	.25	-.37	-.40	.34
15	.38	-.10	.26	.30	-.27	.27	-.13	-.09	.18
Form C Components									
1	-.27	.59	-.20	-.58	.26	-.31	.14	.20	-.31
2	.02	.04	-.05	-.25	.32	-.19	.30	.48	-.37
3	-.53	.00	-.22	-.52	.09	-.10	.35	.52	-.27
4	-.26	.68	-.45	-.08	.36	-.26	.44	.37	-.56
5	-.01	-.02	-.19	-.72	.27	-.49	.21	.17	-.43
6	.03	-.07	-.87	-.15	.38	-.09	.37	.38	-.17
7	.53	-.10	-.11	-.24	.03	.31	.23	.21	-.02
8	-.20	.21	-.35	-.34	.96	-.35	.47	.46	-.39
9	-.15	.38	-.18	-.44	.40	-.95	.40	.36	-.42
10	.04	.50	-.59	-.12	.55	-.34	.71	.94	-.43
11	-.14	.09	-.30	-.17	.44	-.22	.92	.48	-.39
12	.31	-.29	.21	.54	-.39	.39	-.44	-.42	.98

pooled data components and the Form C components. It is clear that pooled components 3 and 5 through 9 are virtually identical with Form C components 3 and 8 through 12. The pooled components 3 and 7 through 9 are also strongly related to Form B components. A fuller description of these correspondences will be given after presenting the correlations among the pooled factors and the 7 components accounting for the largest amounts of variance in the Form A data (see Table 13). This last set of correlations involved the loadings of the 88 items having substantially the same wording on all three forms. The loadings on the two repeated centroid rotations were also included in analyses reported in Table 13.

The correlations shown in Tables 12 and 13 were examined to discover which of the components in the individual analyses showed the closest correspondence to the pooled components. In some cases the correspondences were clear, with correlations around .80 or higher. In other cases there were no single components which could be pointed to as being equivalent to a given pooled component. When this occurred, the highest correlations were taken as indices of correspondence, with the arbitrary restriction that these be at least .50 in absolute magnitude. The results of this examination are set forth in Table 14.

The separate components which are best represented by the pooled components are those accounting for relatively large amounts of variance in their respective analyses and those which

Table 13

Correlations Between Components Based on Pooled Data, Components From Form A, and Rotated Centroid Factors From Forms A,B and C

	Pooled Components								
Form A Components	1	2	3	4	5	6	7	8	9
2	.26	-.30	.27	.41	-.55	.44	-.47	-.36	.45
3	.29	-.47	.41	.23	-.34	.35	-.89	-.62	.41
4	.01	.29	-.54	-.30	.36	-.19	.66	.70	-.40
7	-.31	.53	-.35	-.48	.37	-.51	.32	.31	-.51
9	.26	-.36	.38	.47	-.56	.73	-.44	-.51	.57
10	-.20	.28	-.47	-.32	.64	-.38	.76	.70	-.56
11	.32	-.20	.25	.55	-.38	.51	-.49	-.42	.78
Form A Centroid									
122	.28	-.43	.52	.51	-.68	.61	-.77	-.76	.72
128	-.35	.40	-.44	-.57	.66	-.68	.70	.67	-.78
Form B Centroid									
100	.19	-.41	.68	.27	-.72	.44	-.80	-.84	.69
106	-.21	.41	-.50	-.42	.58	-.48	.83	.78	-.79
Form C Centroid									
92	.13	-.43	.52	.22	-.70	.44	-.85	-.88	.67
98	-.24	.46	-.37	-.43	.67	-.58	.72	.65	-.90

Table 14

Correspondences Between Pooled Components and Components From Separate Analyses

	Pooled Components								
	1	2	3	4	5	6	7	8	9
Form A		A 7 .53	A 4 -.54	A 11 .55	A 10 .64	A 9 .73	A 10 .76	A 4 .70 A 10 .70	A 11 .78
Form B	B 8 -.50	B 12 -.52	B 5 -.73		B 14 -.87	B 6 .50 B 9 .52 B 12 .52	B 5 .79	B 5 .83	B 13 -.86
Form C	C 3 -.53 C 7 -.53	C 1 .59 C 10 .50	C 6 -.87	C 5 -.72	C 8 .96	C 9 .95	C 11 .92	C 10 .94	C 12 .98

showed the greatest stability from one analysis to another. However, the stability was neither perfect nor simple. Single dimensions in one analysis sometimes were broken into two correlated dimensions in another analysis. For example, A 10 correlated strongly with both pooled 5 and pooled 7, which in turn correlated with each other.

In terms of content, these correlations indicated that persons strongly oriented toward protecting the welfare of others were also likely to agree to the need to uphold general moral codes. Sometimes, as in the Form A analysis, these two related orientations appeared on the same component. At other times, as in the pooled analysis, they appeared on two correlated components. This change is not really a change in the nature of the relationships between orientations; rather, it is a change in the arbitrary placements of the reference axes by the varimax rotation.

A similar situation was observed in the case of B 5, which correlated with pooled 3, 7 and 8, all of which in turn were related to one another. The stability appeared to exist between sets of components rather than single components. The somewhat complex picture with regard to stability is probably the result of the failure of the varimax rotation to produce a simple factorial structure. This point will have to be kept in mind when relations between scores based upon the pooled dimensions and other variables are presented. It is likely that no single pooled component is a reliable reflection of the dimension it is supposed to represent, although consistency of findings involving sets of related components are probably trustworthy. Judging from the patterning of correlations among the components within and between analyses and the results of the centroid analyses, aborted in favor of the newer method, rotations of the centroid factors might well have provided a simpler factorial structure than the one presented above. Probably the ideal method would have been an oblique rotation of the components, but this was beyond the capacity of the computing facilities and programs available.

An intuitive examination of the patterns of correlations described above suggests that the questionnaire was most successful in reliably measuring orientations relevant to being concerned about the welfare of others and orientations toward being identified with groups and that these two orientations went together. That is, persons accepting the obligation to protect the welfare of others were also likely to value identification with groups. Dimensions concerning behavior in groups and orientations toward group norms were not as successfully measured. Somewhat surprisingly, orientations toward general moral imperatives, as represented particularly by pooled component 5,and to a lesser extent by component 3, were somewhat separate from orientations toward specific group norms. They fell somewhere between the latter orientations and the social welfare orientations.

The prominent social welfare dimension seems rather similar in content to the traditional difference between the left and the right, so that its appearance does not indicate anything new in the study of political ideologies held by college students. On the other hand, the wordings of the items are less specifically political than was the case with Newcomb's scales and seem more directly appropriate to the things a good citizen in a community would have to think about than do the items in the many variants of the F Scale. The group identification dimension and the two sets of dimensions dealing with social norms, one on a general moral plane and the other on a specific group activity plane, seem to tap aspects of the second set of orientations with which the study is concerned. The diversity of the dimensions in this area indicates that it may be unwise to think of individualism vs. positive orientation toward groups as a single dimension. Some kinds of group-oriented responses went with concern for the social welfare of others, as one would expect in the case of conventional leftist ideology. These were the more abstract positive orientations toward groups and social harmony, as reflected in pooled components 3, 5 and 9. However, the behavioral or practical aspects of this positive orientation toward groups was relatively independent of the basic social welfare, left vs. right dimension. It is tempting to think of this split as a manifestation of the new left ideology discussed earlier. The new left, rather than the right, is referred to here because the general orientation of the students tested was toward valuing concern for the social welfare of others. This point will be discussed again below when comparisons are made between the SVQ responses of the Haverford sample and those made by other samples. This is not to say that the sample was made up mainly of members of the new left;

rather, it suggests that this aspect of the new left ideology may reflect a general ambivalence toward cooperative behavior in a formal group context, which is present in the larger population of college students from which the new left obtains many of its members.

The construction of factor scores

Having achieved a working set of Social Values Questionnaire factors, the next step was to determine each respondent's standing with regard to these factors. Practically, this amounted to deciding how each item rating would be weighted in the combination of ratings to items defining a factor. Guilford (1954) suggests the use of the beta weights derived from the computation of the multiple correlations between a factor and the items loading on the factor. The absence of a multiple correlation program which would handle the present data made it impossible to use this method. Because of the ambiguity regarding the best technique for choosing the item weights, three methods were tried initially.

All three methods constructed the score for a given factor from a weighted sum of the ratings given to items which loaded above the $|.30|$ criterion. The first method gave all the ratings the weight of unity; the ratings were simply added algebraically, with the signs determined by the signs of the loadings. The second method used the loadings themselves as weights.

The third method used the squared loadings as weights, with the signs of the original loadings retained. The last method was the one which seemed preferable on an a priori basis because when the loading is considered as a correlation coefficient, the squared loading reflects the amount of variance in the factor accounted for by variance in the item. The squared loading and unit weight scores were used in most of the analyses of the relationships between the SVQ responses and other variables.[13]

The redundancy among the factors made it desirable to compute some scores based on combinations of correlated factors. Four such composite scores were constructed. Where the same item loaded on more than one of the factors being combined, its weight was determined by the highest loading it received on the factors included in the composite score. Factors 1 and 9 were joined for the first composite score; this score dealt with identification with groups and general individualism. Because 9 was such a large factor and 1 was so small, the composite did not differ greatly from factor 9 taken alone. The next composite joined factors 2, 4 and 6; it covered orientations relevant to group norms and conformity pressures. The third composite score included factors 3 and 5; it was concerned with active protection of others from injustice and with moral evaluations of others' behaviors. The final composite score linked factors 7 and 8, both of which dealt with the obligation to be concerned about the well-being of others. The decisions about which factors to link were made on the basis of their apparent meanings and the correlations among the factors obtained from the Principal-Components-varimax analysis of the pooled data.

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[13] The correlations among the three kinds of factor scores were extremely high; they ranged from .93 to .99. Only the results involving the squared loading scores will be reported because of the virtual identity between these results and the ones involving the other scores.

THE VALIDATION INTERVIEW

The purpose of the interview

One of the major dangers confronting the user of objective questionnaires, such as the SVQ, is that of bias in his item pool. The respondent is restricted to telling us about the ideas conveyed by the items. If these ideas are an unrepresentative sample of those relevant to the area being measured, the questionnaire may present a distorted picture of the respondent's views. The interviews were designed to determine how applicable this potential danger was to the SVQ. The general plan was to encourage the respondent to discuss his views freely on topics relevant to the SVQ factors. These respondent-structured comments were then coded into categories corresponding to the SVQ categories. The correlations between the factor scores and the coded interview responses provided an index of the representativeness of the SVQ items and therefore provided a measure of one aspect of the validity of the SVQ factor scores.

Interview procedure

The major dilemma posed by the general plan just described was that of maximizing the freedom of the respondent to answer in a manner reflecting his personal outlook while at the same time making his responses relevant to the SVQ factors. It was decided at the outset never to pose one of the actual SVQ items as a question because this might spuriously inflate the correlation between the factor scores and the coded interview responses. A variety of questions were tried with pre-test subjects in interviews lasting from one to three hours. The final forms of the questions used are presented in Table 15. There were five general questions, each followed by a set of probes. Additional probes were given by the interviewer if she believed they were necessary to clarify a respondent's answer.

A total of 65 interviews were taken. Of these, 12 were pre-test interviews which were administered in the winter of 1966 to Haverford juniors and seniors who had responded to the SVQ-Form A about 21 months earlier. Four pre-test interviews were given to Vista volunteers. With the exception of the Vista workers and five Haverford students, the pre-test interviews were conducted by the project director. The remaining pre-test and regular interviews were conducted by an experienced female psychiatric social worker who was familiar with Haverford but who did not know the respondents. The regular interviewer also had no information about the factor scores obtained by the

Table 15

Validity Interview Questions

1. In any group, formal or informal, situations are bound to arise in which a large majority of members favor one course of action and a minority favors a different course. What should people do in such a situation?

   Do you think that the minority and majority have any obligation toward each other in such situations? What are they?

   Give an example of such a situation in a political or civic group.

   Can you see any problems that might arise if people were to behave as you suggest?

2. People have different points of view on making moral judgments. At one pole you have the view that certain moral imperatives apply to all men under all circumstances, and that a person is therefore justified in making moral evaluations of other people's behaviors. On the other pole you have the view that each man determines his own moral code and that no one is justified in making moral evaluations of another person.

   What are your views about this dilemma?

   Are there situations in which you would make moral judgments, but other people you know would not? Or vice versa? Why the difference?

   Interviewer: (If moral term is rejected entirely, ask): Do you ever make value judgments on your or other people's behaviors? In what terms do you make these judgments? What is the difference between these terms and the term "moral"?

Table 15 (cont'd)

3. This question is concerned with people's feelings of responsibility for the welfare and personal growth of others. Specifically we want to know how responsible you think a person ought to be toward others who are at different social distances from him. You might think of social distance as varying from close family relations at one end to people whom you don't know about and will never meet at the other.

   Interviewer: (Make sure that following are covered in response.)

   people in local community whom they don't know
   people in some other part of the country
   people in some other part of the world

   family
   close friends
   acquaintances

4. This question is concerned with how strongly you think people ought to identify with groups. People's group memberships generally play some part in their self concepts or the picture they have of themselves. But there are large differences in how strongly they identify with groups. In a sense people strike different balances between individualism on the one hand and identification with groups on the other hand. Where do you think people ought to strike this balance?

   What dangers exist from overemphasizing one or the other side of the balance (or, which ought a person to worry about most?)

   Let's look at identification with groups in a somewhat different way now. Do you think that individuals should feel strongly attahced to groups? Should a group's well being, its prosoect for the future, its position in society, its successes and failures be experienced by a person as though they were his own? Why?

   What could be the reasons for taking the opposite view? How should this conflict be resolved?

   So far we have been talking about the identities of people in general. Now I'd like you to talk about yourself. Do any groups form a prominent part of your self image? Do you identify strongly with any groups? Which ones? (Are there any larger social groups with which you identify?)

   Are you satisfied with the balance you have struck? Will the balance change? How?

Table 15 (cont'd)

5. Some Negro leaders believe that white Americans in general ought to be held responsible for the discrimination practiced against the Negro in the North and South even when they do not personally engage in discrimination. How do you feel about this? Why?

   What would be a person's reason for not believing the above?

   Suppose a Negro were to say that a white person should do more than not discriminate but actively work against discrimination. How would you feel about that?

   Now I'd like you to think in a more general way about this problem of individual responsibility for the wrongs committed by members of his group. Do your feelings about this racial situation apply to other kinds of groups?

   Are there any circumstances in which you think an individual should or should not be held responsible for the action of members of a group to which he belongs?

students she saw. Her knowledge of the project was limited to its general purposes and the contents of the questions contained in the form that had been mailed to the students the previous summer. During the latter phase of the pre-testing and the beginning of the regular interviews, the project director listened to the interview tape recordings and discussed their contents with the interviewer. Some minor changes were made in the questions after the first few interviews had been completed. The interviews typically lasted one and a half hours, but some were as short as an hour and one was over two hours long.

The regular interviews were administered to 50 Haverford freshmen in the class of 1969 during the months of March, April, and May, 1966. An initial group of respondents were selected randomly from the list of freshmen because the factor scores had not yet been computed by the time the interviews were to begin.

The remaining respondents were chosen from the students having relatively and consistently extreme scores on one or both of two groups of factors: 2, 4 and 6 on the one hand and 3, 5, 7 and 8 on the other. This was done to insure variability in orientations relevant to social welfare and cooperativeness in groups. The selected students were contacted by 'phone and asked to volunteer for the interviews. No person contacted refused to be interviewed, but a few did not appear for their appointments or were not available during the times when the interviews were conducted. Typed transcripts were prepared for 44 of the regular interviews. Five others were coded aurally. One interview was lost because of a tape recorder malfunction.

The construction of the interview code was begun after all the interviews had been collected. The first ten typed transcripts of the regular interviews were used in the process. Although this procedure suffered from the disadvantage of a limited range of responses, it was necessary so that a sufficient number of protocols could be retained for the calculation of inter-coder reliabilities. The code was developed jointly by the project director and an assistant who was quite familiar with the study. These two also applied the final coding system to the other protocols.

At first it was hoped that each factor could be used as a coding category, with the items loading on a factor serving as the category description. However, it was not possible to reach a high enough level of inter-coder reliability with this method.

The major source of the difficulty seemed to be the redundancy among the items and themes on ostensibly different factors. In order to overcome this problem, the items loading on each factor were divided into groups with relatively specific themes. Thirty-nine factor theme groupings were formulated; they are described in Appendix III A. Because some of the themes shared items or were otherwise similar in meaning, some interview responses were still relevant to more than one theme grouping. It was not possible to formulate a set of mutually exclusive themes.

The coding system finally used involved coding categories that were defined by one or more of the theme groupings. Eleven additional categories were added because they appeared relatively frequently in the protocols and appeared to be relevant to one or another of the factors but were not clearly reflected in any of the items. Some of these additional categories were present because of the way the interview questions were put; that is, they were more or less direct answers to specific probes. The final number of general coding categories used was 30; six of these were subdivided, making a total of 42 specific categories. A coding manual was prepared in which each category was given a verbal definition, accompanied by the items contained in the relevant themes and by notes concerning the use of the category. (See Appendices III B and III C.) The coding notes were augmented and in a small number of cases the category definitions were slightly modified during the course of the coding. When these changes occurred, the previously scored protocols were examined and the scorings changed where required to make them consistent with the changed definitions.

Each category or subcategory could be scored with three strengths: weak, normal and strong. The weak score was given when the interview response was highly qualified or of borderline relevance to the category. The strong score was given when a theme appeared frequently in the response to a single question or when it appeared in a particularly emphatic way. When in doubt about whether to score the category at the normal or extreme strengths, the rule was to score the normal strength.

Some of the categories had logically or psychologically opposite themes in other categories and some did not. In the latter cases it was possible to assign a statement a negative category score if it embodied a theme opposite to one included in the coding category. Each of the categories could be scored only once for each major question. If a given theme appeared more than once in response to a single question it affected the strength of the category score.

The construction of the interview scores

In order to correlate the factor scores against the coded interviews, the latter had to be translated into numbers. The method employed used the coding category scores to estimate the factor scores. These estimated factor scores were then correlated with the actual SVQ factor scores. The estimations were arrived at as follows: the first step was to obtain a weighted sum, over the entire interview, of the scores in each category.

A weak score was given a weight of one, a normal score was given a weight of two and a strong score was assigned a weight of three. The contribution of a given coding category to the estimated score for a given factor was determined by the algebraic sum of the loadings of the items defining the category on the factor whose score was being estimated. These loading sums were rounded to the nearest half integer, within the following limits: no sum could be closer to zero than ± .5 or further from zero than ± 3.0.[14]

The next step in the construction of the estimated factor scores was the multiplication of the weighted category score sums by the appropriate loading sums. These products were added for each factor to yield the estimated factor score based on the interview responses. Estimated composite factor scores were calculated by adding the estimated scores for each of the individual factors included in the composite. Appendix III D presents a replica of the tally sheet used to construct the estimated factor scores. Examination of the tally sheet will show the weights that were used and should aid in understanding the rather involved computation procedure.

[14] This method could not be used in determining the contribution of the itemless categories. In all but one of these cases the value of ± .5 was assigned, with the sign depending on the relation of the direction of the theme to the direction in which the factor was scored. The one exception was category 5 which was assigned a weight of 1.0 for factor 5 because it seemed to tap a central aspect of the factor.

Because of the arbitrary method of constructing the estimated factor scores, it was decided to try some other methods to see whether they would increase the inter-coder reliability. Five alternate methods were tried. The reliabilities did not differ greatly among the scoring methods,and those obtained with the method just described were generally higher than the others. It was therefore decided to continue with the original procedure.

The reliability of the coding system

The determination of inter-coder reliability posed a problem because of the limited number of protocols available. It was necessary to learn while scoring. As was mentioned above, the first ten typed transcripts were used for creating the coding system. After this was accomplished, neither coder felt sufficiently practiced to score the remainder of the interviews without further consultation. It was believed that the absence of consultations would lead to a drift away from the initial definitions of the categories because these were not firmly anchored. In order to overcome this difficulty, the interviews were coded in sets of varying sizes, ranging from three to eight or nine, with convenience dictating the size of the set. Each set was scored independently. After completing each set, the coders compared their decisions. Disagreements were resolved or the different scores were averaged to produce a single set of coding scores for each subject. The inter-coder reliability correlations were performed with the scores before they were adjusted by consultation. The correlations between the estimated factor scores and the SVQ factor scores used the post-consultation estimated scores.

The reliability correlations, which are presented in Table 16, were based upon 39 protocols. Most of the correlations were above the standard .85 criterion for inter-coder reliability. Three correlations are within .04 of the criterion and two fall between .73 and .80. Given the small number of cases on which to develop and practice the coding scheme, this was a surprisingly high level of agreement. The lowest correlations occurred with the three smallest factors: 1, 2 and 4. The small number of items on these factors may have made the relevant category definitions ambiguous, thereby producing the lower correlations. It is also possible that the three factors are intrinsically unstable and that they do not provide adequate reflections of the orientations they were meant to measure.[15]

The relationship between the SVQ and estimated factor scores

The estimated factor scores, constructed from the coded interview responses were correlated with the SVQ factor scores

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[15] Before passing on to the relations between the interviews and the SVQ data, it should be noted that the coding system was far from exhaustive. The respondents voiced many interesting ideas, relevant to the areas covered by the study, which were not picked up by the coding system. A re-analysis of the interview data to get at these ideas might be quite profitable.

Table 16

Inter-coder Reliability Correlations

Interview Code Score	Correlation
1	.81
2	.78
3	.88
4	.73
5	.87
6	.88
7	.82
8	.89
9	.84
1,9	.87
2,4,6	.88
3,5	.90
7,8	.89

based on the responses of the interview sample in the spring of 1966. The questionnaire was completed by the respondents at least three days and in most cases more than a week after their interviews. The spring SVQ data were used in preference to the data collected the previous summer because of the expectation that some respondents would have changed their orientations in the six months between their earlier SVQ responses and their interviews. This expected change would have spuriously lowered the correlations between the interview and SVQ data.[16]

[16] In one case the summer SVQ responses were used because the interviewee did not take the SVQ in the spring.

The correlations, which are presented in Table 17, were significant for seven of the nine individual factor scores and for three of the four composite scores. The insignificant correlations occurred with the dimensions relevant to cooperation and conformity in groups. This was the area in which the factors themselves tended to be less stable so that the insignificance of the correlations between the questionnaire and interview supports the general caution already advanced with regard to the interpretation of these factors. On the whole, the correlations were not strikingly high, but they did indicate that the meanings of the SVQ factor scores were not wholly limited to the SVQ itself. The scores do reflect the respondents' orientations as they describe them in their own words. Therefore, it is proper to use the SVQ factor scores as indices of these orientations in further analyses.

Table 17

Correlations Between SVQ Factor Scores and Estimated Factor Scores Based on Coded Interviews

1	.27*	7	.47
2	.28	8	.36
3	.70	9	.39
4	.11	1,9	.44
5	.44	2,4,6	.19
6	.21	3,5	.53
		7,8	.41

* The signs of the correlations have been adjusted so that a positive correlation indicates agreement. Correlations $\geq$ .24 were significant at the .05 level; while correlations $\geq$ .33 were significant at the .01 level. The tests were one tailed tests because the direction was specified.

The relations between the Social Values Questionnaire factor scores and other variables

The questionnaires given to the Haverford freshmen contained several sets of questions besides the ones concerned with social values. Many of these additional questions were asked to obtain information about the cognitive and attitudinal context of the orientations at the focus of the study. As was mentioned in the first section of the report, attitudes and values are often parts of personal ideological systems. Often one cannot fully grasp the meaning of an orientation without looking at the other orientations to which it is related. Furthermore, orientations that are parts of personal ideologies often change only when the system as a whole changes, so that an investigation of change must examine the contextual constraints and facilitations of change.

Four major kinds of contextual materials were gathered in the present study. The first was attitudes and beliefs in areas of general ideological interest. The second and largest category of contextual information contained beliefs and attitudes about aspects of experience at college. These were included because it was believed that the role a student played at college and the goals and expectations he had for his four collegiate years would be particularly sensitive indicators of his general values and would therefore help to understand the orientations at the focus of the present study. It was also believed that a student's orientations toward college would affect his susceptibility to change while he was a student. The third category of information was personality test data. This was not collected specifically for the study but was available from the College's regular testing program. The final kind of extra information was demographic.

There was a fair amount of variability between the two classes in what additional data were collected. Some of the measures were taken from the literature directly or modeled after ones used by other investigators. Other measures were created for the present purpose. Not all of the contextual data were analyzed due to lack of funds and time. In particular, open-ended responses were not examined systematically. Each of the additional measures will be described in turn, along with the data it yielded and the relations between these data and the SVQ factor scores. The measures given to both samples will be treated first.

The F Scale

As was mentioned in the introduction, some of the major orientations being studied are believed to be relevant to the conventional left _vs_. right ideological dimension. Because the F Scale has been a widely used measure of this dimension, it seemed important to locate the SVQ factors with regard to the F Scale domain. Part VII of the summer questionnaire administered to the class of 1968 contained a set of 28 items, most of which were taken from the balanced F Scale formulated by

Christie, Havel and Seidenberg (1958). A few additional items were written to provide complete coverage of the F domain. The F Scale given to the class of 1968 may be found in Appendix I B. Twenty two of these items were used in the F Scale given to the class of 1969; they were supplemented by three additional items (see Appendix IC, Part V, questions 8-32). The mean ratings and other statistics concerning the F items are in Appendices IV A 1 and IV A 2.

It was clear from the literature, e.g., Christie (1954) that the F Scale domain is not uni-dimensional. This consideration and the desire to reduce the number of variables made it advisable to factor analyze the F Scale responses and to construct F Scale factor scores in order to obtain variables that could be correlated with the SVQ factor scores. Separate centroid analyses were performed with the data from the classes of 1968 and 1969. The two sets of factor matrices, which may be found in Appendices IV A 5 to IV A 8, appeared fairly similar by inspection. It therefore seemed advisable to pool the data for the items common to both administrations and to analyze these in order to obtain a single set of factors.[17]

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[17] Item 19, which was used only with the class of 1969, was clearly relevant to the common item factor 2 and was highly correlated with the common items loading heavily on the factor. It was therefore considered part of common item factor 2 with the class of 1969 data and was assigned the loading it received on the corresponding factor resulting from the separate analysis of the class of 1969 data.

Three interpretable factors emerged from the analysis of the pooled data, accounting for 25.7 per cent of the total variance (see Appendices IV A 9 to IV A 11). The first factor accounted for 6.6 per cent of the total variance and contained seven items loading above the $|.30|$ criterion. It was unipolar and tapped a dimension which might be called "humanitarian cooperativeness." The second factor accounted for 12.5 per cent of the total variance. It had ten items, eight of which loaded in one direction. This factor appeared to be the standard F dimension of patriotism, value on obedience, toughness vs.lack of concern for personal honor and openness to new ideas. The third factor accounted for 5.6 per cent of the common variance. It had five items loading above the criterion in one direction and one item loading above the criterion in the other. The items seemed to emphasize a value on rebellious, unconventional, perhaps even mystical, ideas.

Factor scores were constructed from the ratings using the same method that was employed in computing the SVQ factor scores. Two sets of correlations, one for each class, were computed between the SVQ factor scores and the F Scale factor scores. They are presented in Table 18. The replication provides a second route for assessing the reliability of the relationships. In the present case, where the sampling procedure was not actually random, the test by replication is particularly important. An examination of Table 18 shows that the only clearly repeated relationships occurred between the first factor score of the

Table 18

Correlations Between the SVQ and F Factor Scores

	Class of 1968 Summer 1964 n = 120			Class of 1969 Summer 1965 n = 117		
	F Factors[2]			F Factors**		
SVQ Factors*[1]	1	2	3	1	2	3
1	.21*	-.10	-.15	.12	-.40**	.08
2	.06	.41**	.07	.08	.13	.12
3	.33**	.40**	-.21*	.23*	.11	-.06
4	-.10	.16	.22*	.04	-.14	.02
5	.31**	.09	.04	.11	-.01	.05
6	.07	.17	.13	.13	-.32**	.02
7	.19*	.32*	-.11	.21*	.18	-.10
8	.33**	-.21*	-.21*	.40**	.12	-.14
9	.09	.03	-.21*	.12	-.14	.12
1,9	.11	-.05	-.22*	.14	-.19*	.12
2,4,6	.03	.25**	.19*	.11	-.21*	.05
3,5	.35**	.20*	-.05	.17	.04	.02
7,8	.31**	.27**	-.18*	.36**	.16	-.13

[1] The SVQ Factor scores have been computed so that a high score indicated an individualistic, non-social welfare oriented, or laissez-faire response.

[2] The F Factor scores are directed so that a high score on factor 1 means not humanistic or cooperative; a high score on factor 2 means authoritarian; and a high score on factor 3 means valuing unconventional, rebellious ideas.

* $p \leq .05$ two tailed test

** $p \leq .01$ two tailed test

F Scale and the scores for the two social welfare concern SVQ factors. The SVQ factor 3 score was also consistently related to the first F Scale factor score. The relationships are such that students who were oriented toward humanistic cooperation also emphasized the obligation to act to protect the welfare of others and to prevent them from being subjected to the unjust actions of others.

None of the significant correlations involving the conventional F factor score were repeated. In the class of 1968, students who were low on this dimension had SVQ scores similar to the students who were humanistically oriented (F Scale factor 1), but these relationships did not approach significance with the class of 1969. The data of the latter group also suggested that people who valued identification with groups were also likely to be authoritarian, but this relationship was not at all present in the other class's data. Finally, there were significantly opposite correlations between the cooperation-and-conformity-in-groups SVQ factor and the second F Scale factor. These unexpected differences between the relationships involving authoritarianism obtained with the two classes suggest that in the first class authoritarianism had its usual relationship with the left-right ideological dimension. Here students who were relatively high on the authoritarian dimension were also relatively uninterested in the social welfare of others and were opposed to cooperative behavior in groups. But in the class of 1969, this dimension appears to have been more closely related to the individualism dimension, with students who were relatively high in authoritarianism tending to value identification with groups and cooperation and conformity in groups. The third F Scale factor score was involved in several significant relationships in the class of 1968 data: people who valued identification with groups and who were social welfare oriented placed more value on unconventional thought. There were no significant correlations involving the third F Scale factor score in the class of 1969 data. While it is tempting to accept the differences between the patterns of relationships in the two samples and to suggest that they contained students with rather different ideological orientations, this sweeping conclusion would not be justified by the data presented thus far. However, the point should be remembered because other important differences between the samples will be described below.

The college goals items

The study of the effects of variation in college experience upon attitudes and values is the central concern of the research program of which the present project is a part. Therefore, factors affecting the kind of experience a student has at college are of particular interest. One set of such factors is the student's initial orientations toward college. For example, the student who sees college as a means of remaking his identity is likely to be affected differently than a student who sees college as his last chance for having a good time before taking on the responsibility for supporting himself. Orientations toward college are also important for the present study because they probably form a crucial segment of the student's general set of beliefs, attitudes and values or, as we have called it, his personal ideology. Their importance stems from the fact that being at college and acting in the role of the college student takes up an extremely large part of the student's time and energy. For many it has been a goal for which they have spent years preparing and which has been treated as very important by family and friends. Put simply, the central importance of a student's orientation toward college is a consequence of the central importance of the college experience itself.

Both of the points just mentioned made it advisable to measure some aspects of students' orientations toward college to see whether they were related to the social values reflected in the SVQ and to changes in these values. This examination was carried out through several parts of the questionnaires administered to the Haverford students. The measure of the goals sought at college will be the first of these parts to be discussed. In both years the summer questionnaires requested the students to rate the importance of a series of goals that might be achieved at college. (See Appendices I B, Part II, and I C, Part II.) An attempt was made to make the set of goals as complete as possible.

In the form given to the class of 1968 the students were requested to add goals to the set if they found it incomplete. A number of new goals were suggested, some of which were added to the set given to the class of 1969.

The mean ratings assigned to the goals by each class were intercorrelated and subjected to a centroid factor analysis (see Appendices IV B 1 to IV B 8). The two sets of factors were quite similar, with the exception of a new factor in the class of 1969 data. The new dimension consisted primarily of goals which had been added to the original set. The similarity between the two sets of factors made it possible to carry out a third factor analysis based upon the pooled responses of both samples to the items common to both administrations. The results of this analysis are presented in Appendices IV B 9 to IV B 11. Table 19 describes the major ideas in each factor. All of the factors were unipolar. An additional factor was used in the analyses of the class of 1969 data. This was the one, referred to above, which was defined by the added items. It was unipolar, contained six items and accounted for six per cent of the total variance of the class of 1969 goals ratings. The new factor reflected an interest in developing a sense of purpose in life, in clarifying one's conception of oneself and in developing one's moral and ethical values.

Scores based on the five common item factors were constructed for each respondent, using the method described previously.

Table 19

Descriptions of Rotated Centroid College Goals Factors

Pooled Responses - Classes of 1968 and 1969

Common Items

1.	(11.4*)	Being socially active and respected by others (8 items)
2.	(10.2)	Developing intellectually or emotionally and becoming prepared for future occupation (12 items)
3.	(5.0)	Occupational preparation (3 items)
4.	(4.1)	Developing knowledge of oneself and others (3 items)
5.	(3.2)	Developing social skills, particularly with regard to women (3 items)

* The numbers in parentheses refer to the amount of total variance accounted for by each of the factors.

The respondents in the class of 1969 sample also received a score based on the additional goals factor. These scores were correlated with the SVQ factor scores obtained from the summer questionnaires (see Table 20). There was some overlap in the pattern of significant correlations and some clear differences as well. The identification-with-groups vs. aloofness-from-groups factor scores (SVQ 1,9 cluster) were related in both samples to the other-directed, extroverted goals factor score, with persons scoring at the identification pole showing stronger interests in these goals than persons scoring at the other pole. A finding from Part VI of the summer, 1965 questionnaire supplies additional evidence for the relationship between interest in

Table 20

Correlations Between SVQ and Goals Factor Scores

Class of 1968
Goals Factors[2]

SVQ Factors[1]	1	2	3	4	5
1	-.22*	-.10	-.18*	-.12	.05
2	.18*	-.04	.19*	-.09	.12
3	.05	-.19*	.18*	-.25**	.21*
4	.00	.00	-.02	.01	.14
5	-.11	-.17	-.05	-.04	.06
6	.06	-.05	.05	-.06	.21*
7	.01	-.15	.10	-.17	.26**
8	-.06	-.08	.11	-.14	.19*
9	-.20*	-.11	-.13	-.05	-.06
1,9	-.22*	-.12	-.15	-.06	-.04
2,4,6	.07	-.04	.07	-.06	.21*
3,5	-.07	-.19*	.03	-.12	.12
7,8	-.04	-.12	.10	-.16	.22*

Class of 1969
Goals Factors[2]

SVQ Factors[1]	1	2	3	4	5	6
1	-.36**	-.22*	-.22*	-.23*	-.26**	-.23*
2	-.05	-.16	-.01	-.26**	-.16	-.22*
3	-.08	-.25**	-.03	-.28**	-.16	-.30**
4	.07	-.01	-.10	-.13	-.02	-.05
5	-.04	-.14	-.03	-.33**	-.29**	-.35**
6	-.19*	-.20*	-.35**	-.18	-.05	-.04
7	-.03	-.18	.03	-.27**	-.21*	-.41**
8	-.15	-.36**	-.07	-.37**	-.24*	-.40**
9	-.33**	-.30**	-.16	-.23*	-.28**	-.21*
1,9	-.35**	-.31**	-.17	-.25**	-.29**	-.22*
2,4,6	-.12	-.17	-.24	-.23*	-.08	-.11
3,5	-.06	-.20*	-.03	-.35**	-.28**	-.38**
7,8	-.10	-.29**	-.03	-.34**	-.24*	-.44**

[1] The SVQ Factor scores have been computed so that a high score indicated an individualistic, non-social welfare oriented, or laissez-faire response.

[2] A high score on the goals factor indicates that the relevant goals are seen as relatively important.

* $p \leq .05$

** $p \leq .01$

social activity at college and the individualism-group identification dimension. Students at the latter pole were more likely to state that they expected to be quite active in extra-curricular activities (chi square = 6.67, with 2 df, $p \leq .05$, $\gamma = .45$).[18]

In the class of 1969, students scoring at the identification pole also showed relatively stronger interest in all of the other college goals represented by the factor scores. Because these other relationships were not repeated in the class of 1968 data, they must be regarded as only tentatively suggesting that persons who value staying aloof from groups also show relatively little interest in most potential college goals; while those who value identification with groups seem to show a diffuse, high level of interest in what college has to offer.

The third SVQ factor score, reflecting the obligation to act to protect others against injustice, was consistently related to goals factor scores 2 and 4. Students who accepted the obligation were more likely to want to develop intellectually and emotionally and to develop knowledge about themselves and others than were students who rejected the obligation. In the class of 1969 sample there were also significant correlations between scores from the SVQ 3,5 cluster and goals factors 5 and 6. Here, individuals who accepted the obligations to protect others against injustice and to support general moral norms were more interested in developing their social skills and general philosophy of life or system of ethics than were those who rejected these obligations. The relation between these SVQ factors and the social skills development goal was not at all present in the class of 1969. Indeed, the correlation between the goals factor 5 score and the SVQ factor 3 score was significant in the opposite direction. The consistency of the correlations with the sixth goals factor could not be assessed because the items comprising that factor were not present in the form given to the class of 1968.

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[18] The five step extra-curricular activity scale was divided between category 2 and 3. The method for dividing the SVQ dimension and the meaning of γ will be described below. This was the only significant relationship obtained between the objective questions on Part VI and the SVQ scores.

In the class of 1969 data, concern for the welfare of others, as measured by SVQ factor scores 7 and 8,was associated with goals factors which emphasized finding purpose in life, developing one's ethical or moral outlook, developing intellectually and emotionally and growth in self knowledge. Similar, insignificant trends were found in the class of 1968 with the exception of the relations involving the moral development goals factor which was not present in this class' data. The relations of SVQ factor scores 7 and 8 with goals factor score 5 were significant in opposite directions in the two samples; the difference between the two corresponding correlations was also significant ($p \leq .05$, two tailed test). An examination of the correlations involving the social skills development factor reveals a rather consistent reversal of direction between the two samples. In the class of 1968 this factor was associated with a non-cooperatively oriented, _laissez-faire_ outlook, while in the class of 1969 it was associated with a concern for the welfare of others and high evaluation of identification with groups. There is no clear explanation for this difference.

The college rules items

The second set of orientations toward college that was related to the SVQ scores concerned the regulation of student behavior. Interest in this area stemmed from the belief that the social value orientations being studied, particularly those concerned with cooperation and conformity in groups, were influenced by a student's experience with rules aimed at his own and his peers' behaviors. It seemed likely that the orientation toward such regulations that developed while in college would generalize to views about social control in post-collegiate communities. For example, students who developed the view that campus social regulations were unnecessary or pernicious might be expected to have similar views about the regulation of similar behaviors in the communities in which they lived after graduation. Although the test of this general hypothesis could not be made in the present study, it did seem wise to examine the relations between the SVQ orientations and views about the regulation of campus behavior.

There are a large number of behaviors which could be subject to social control by formal rules, and a considerably larger number of rules which could be created to control these behaviors. It was therefore necessary to select a few areas from the many relevant ones. The areas treated were sexual behavior, consideration of others, property damage, and the balance between student and administration responsibility for the creation and enforcement of rules.

Three sets of rules items were administered. The first was given to the class of 1968 as Part VIII of the summer, 1964 questionnaire (see Appendix I B). The second was a shortened set given to the class of 1968 in the spring of 1965 (see Appendix I D). Many of the original items were restored to the third set which was given to the class of 1969 in the summer of 1965 and the spring of 1966 (see Appendix I C, Part VIII). The summer, 1964 ratings were factor analyzed, as were the pooled data from 18 of the 19 items common to all administrations (see Appendix IV C).[19]

The data from the class of 1969 were subjected to a separate factor analysis. Only results involving factors from the common item analysis will be reported.

Three interpretable factors, accounting for 39.3 per cent of the total variance in the ratings of the common items, resulted from the analysis. The first factor accounted for 14.7 per cent of the total variance and had seven items meeting the criterion for inclusion in the factor definition; six were worded in one direction. It dealt primarily with views about who should create and enforce college rules. Items proposing administration creation and enforcement of rules had high loadings, suggesting

[19] One item was omitted inadvertently.

that the factor expressed a conventional hierarchical view of social control on the campus. There was one defining item, loading in the pro-administration direction, which favored student creation of rules, with administrative veto. The fact that this item loaded in the pro-administration direction may indicate that the respondents saw this example of student participation in campus regulations not being substantially different from a situation in which administration exercises major control overtly. Perhaps it was seen as an instance of "puppet" student government.

The second factor accounted for 9.4 per cent of the variance; it was unipolar and had eight defining items. This factor was concerned with the content of the rules; it contained restrictive regulations requiring decorous, sober, quiet, conforming behavior and might be said to represent a generalized restrictive view of behavior regulation at college. The third factor had four items and accounted for 4.3 per cent of the total variance. It was unipolar and expressed the view that students ought to be responsible for enforcing campus rules and, to a lesser extent, for making the rules as well. The rules mentioned were not the same as the ones which were at the focus of the second factor. Rather they were concerned with cheating, destructive behavior in the dorms, and honor system violations. At Haverford, the honor system deals primarily with cheating and plagiarism, and secondarily with behavior in regard to female guests. Most of these rules appear to focus on behaviors having potentially detrimental effects on peers or the college community.

Because the opinions about college regulations were measured twice in each sample it is possible to examine a large number of relationships between the rules and SVQ factor scores. However, the present purpose of discovering the context of the SVQ orientations requires only the comparison of SVQ and rules factor scores from data collected at the same time. Four sets of correlations are therefore relevant, one for each class at the start and end of its freshman year. These correlations are shown in Table 21.

There were no correlations between the rules and SVQ factor scores that were significant on all four occasions. However, in three of the data sets, people who were oriented toward furthering the welfare of others and protecting them against injustice (SVQ factors 3, 5, 7 and 8) were also more favorable toward students enforcing and setting up rules about behaviors affecting others at the College. It may be that these students saw such student-run social control systems as means of achieving the supportive social conditions they valued. On the other hand, students who held a _laissez_-_faire_ point of view toward the social welfare of others and the maintenance of just interpersonal relations may have viewed the kind of social control described by the third rules factor as overly restrictive even though it was not imposed by an authority. The _laissez_-_faire_ group may have been guided by the view embodied in the motto "That government which governs least governs best."

Table 21

Correlations Between SVQ and Rules Factor Scores

Class of 1968
Summer 1964
n = 120

Rules Factors[2]

SVQ Factors[1]	1	2	3
1	-.08	.17	.28**
2	-.01	-.03	.05
3	-.19	.05	.09
4	.06	-.03	-.05
5	-.04	.25**	-.04
6	-.01	.11	.12
7	-.21*	-.01	.07
8	-.13	.04	.05
9	-.10	.06	.15
1,9	-.11	.07	.18
2,4,6	-.02	.04	-.07
3,5	-.09	.21*	.00
7,8	-.16	.04	-.01

Class of 1969
Summer 1965
n = 117

Rules Factors[2]

SVQ Factors[1]	1	2	3
1	-.01	.32**	.32**
2	-.07	.08	.27**
3	.20*	.07	.33**
4	.07	.13	.23*
5	-.10	.11	.34**
6	.10	.41**	.40**
7	-.12	-.04	.28**
8	-.09	.03	.40**
9	-.01	.25**	.24*
1,9	-.01	.28**	.27**
2,4,6	.05	.31**	.39**
3,5	-.15	.11	.38**
7,8	-.10	.00	.38**

Spring 1965
n = 111

Rules Factors

	1	2	3
1	.08	.17	.06
2	-.09	-.04	.10
3	-.13	.12	.20*
4	.19*	.08	-.01
5	-.04	.14	.22*
6	.02	.07	.11
7	-.09	-.03	.14
8	-.05	-.02	.24**
9	.02	.19*	.07
1,9	.02	.20*	.07
2,4,6	.06	.06	.08
3,5	-.01	.08	.25**
7,8	-.05	-.03	.22*

Spring 1966
n = 124

Rules Factors

	1	2	3
1	.13	.22*	.14
2	.17	.23*	.04
3	-.17	.15	.31**
4	.25**	.22*	-.05
5	.00	.20*	.18
6	.23*	.27**	.13
7	-.06	.10	.24*
8	-.04	.16	.29**
9	.03	.17	.07
1,9	.04	.19*	.08
2,4,6	.26**	.30**	.07
3,5	-.06	.19*	.25**
7,8	-.06	.14	.28**

[1] The SVQ Factor scores have been computed so that a high score indicated an individualistic, non-social welfare oriented, or laissez-faire response.

[2] A high value of the rules factor scores indicates opposition to the kind of procedure described in the factor

* $p \leq .05$ two tailed test; ** $p \leq .01$ two tailed test

A second relationship appearing in three of the data sets involved the second rules factor score and the SVQ individualism vs. identification with groups factor score (SVQ factors 1 and 9). Students at the individualistic end of this dimension were more strongly opposed to the regulation of dress, boisterous or drunken behavior and to restrictions on living arrangements than were students who were at the opposite end of the dimension. The former appeared to place more value on acting impulsively or according to their personal tastes than did the latter. In both sets of the class of 1969 data, students who scored at the cooperative, conforming pole of the SVQ 2, 4, 6 cluster were more likely to favor strict regulation of students and having students make and enforce rules. This relationship failed to appear at all in the class of 1968 data, a failure which is surprising and disappointing, given the direct relevance of the 2, 4, 6 cluster to social control.

The college types questionnaire

The last aspect of orientations toward college measured in both samples was concerned with student views about the various roles students might play while at college. The role played by a student may be thought of as an organization of many of the specific orientations toward college tapped by the other measures. As conceived of here, student roles refer to more or less the same area which is studied by people working on student cultures. A typology presented by Martin Trow (1960) has described four cultures: vocational, academic, collegiate and non-conformist.

Trow's work has served as the model for a section of Peterson's College Student Questionnaire (1965) which has been used widely in research on college students. The present work approaches the problem of defining student cultures by focusing on the student roles through which the cultures affect student behavior.

The parts of the questionnaires aimed at measuring student roles or types presented the respondent with a series of paragraphs or vignettes, each describing a different role (see Appendices I B, Part IV; I C, Part III; and I D, Part II). The summer, 1964 questionnaire contained 16 vignettes; the spring, 1965 form omitted four of these, the ones labelled F, K, L and N on the summer, 1964 form. Both administrations of the measure to the class of 1969 contained 14 roles, omitting types K and N. The responses required of the students varied somewhat from one form of the measure to another. In the summer of 1964, students were asked to select and rank order three types on the basis of a number of criteria. The only responses to be examined here are the ones made to the request for the three most and the three least applicable types for describing the student himself. These responses need not be taken as accurate descriptions of the role the student intended to play, although they probably do provide some information about these intentions. However, it is also likely that the responses are influenced by the desire to present an attractive, valued view of oneself. On the basis of this surmise, a student's choice of a type as applicable in describing himself indicates something about his values concerning the roles he believes he ought to be playing.

The difficulty in working with the choice data led to the addition of a new kind of question to the types section of the class of 1969 questionnaire. The new question asked the student to rate each of the types on a four point scale ranging from highly characteristic (of himself) to not at all characteristic. The choice questions were retained, with the condensation of two of the criteria into one and the reduction of the number of types named for each criterion to two. The summer, 1965 questionnaire also contained Peterson's item assessing the student's relative preference for Trow's four college subcultures. Because students in both samples were asked to choose the types which were applicable (and inapplicable) in describing themselves, these data will be examined first.

The nature of the choice data required the use of two way contingency analyses in which one classification was based upon variation in SVQ factor scores and the other upon variation in types. In order to keep the analyses within manageable bounds, only the composite SVQ scores were employed. The respondents to each administration on the SVQ were divided into sets of three categories (high, medium and low) on the basis of their composite SVQ scores, one set of divisions being made for each score on each administration. The first and second choices made under the two applicability criteria were combined in the analyses to create cell frequencies sufficiently large for the application of the chi square statistic. The third choices in the class of 1968 data were ignored to make the data from the two samples directly comparable. This procedure provided two entries per respondent in each SVQ X types choices contingency table, one for his first choice and one for his second choice. Because each subject contributed two observations to each table and because there were still many cells with low or zero frequencies, it was not possible to test each table as a whole. Instead, tests were made comparing the choices of a given type with all the other choices combined. Because each subject could choose each type but once, he contributed only one entry to each of the reduced tables. This permitted the application of the chi square test, with 2 df, to the observed relations between the SVQ categories and the choices of the type involved in any particular table. A significant result in these analyses indicated that a student's standing on the SVQ factor score was not independent of whether he chose the type as applicable or inapplicable in describing himself. Two sets of analyses were carried out for each sample, one using the responses from the summer questionnaires and the other using the responses from the spring questionnaires.

In three of the four sets of data, students who scored at the individualist end of SVQ composite factor 1, 9 were significantly more likely than others to choose type A (self-directed, critical, intellectual, interested in ideas, not grades) as descriptive of themselves. The chi square values for the four sets of data, listed in order of administration were 10.95, 4.51, 6.20 and 8.06. In the spring of 1966, students at the group identification end of this continuum were also significantly more likely than others to select type P (chi square = 8.06) which emphasizes a balance between academic and social activities and an ability to organize one's activity in order to do well in course work and still enjoy social and extracurricular activities. The same trend appeared insignificantly in the other three sets of data. In addition, the results contained two significant trends suggesting that individualists are more likely to accept the non-conformist, bohemian role (type G) than people at the other end of the 1, 9 dimension.[20]

The only trend involving the SVQ 2, 4, 6 composite score that shows some generality is one in which cooperative-conforming subjects name the ladies' man role (type J) as less applicable to themselves than do other students. This trend is significant in the summer of 1965 (chi square = 6.70) and insignificant in summer, 1964 and spring, 1966.

In the summer of 1964, students scoring at the social welfare, concerned activist end of the 3, 5 composite continuum were significantly more likely than others to name the athletic role as inapplicable in describing themselves (chi square = 18.33). This trend appeared insignificantly in the spring of 1966 and not at all in the other two sets of data.

[20] The relationships with type G are not strictly duplicated. In the spring of 1966 the individualists choose type G as applicable more than others (chi square = 9.05), while the spring, 1965 data show that the individualists choose type G as inapplicable less than others (chi square = 9.79).

The summer, 1965 data contained a significant relationship between the SVQ 7, 8 composite score and the choice of the student leader role as applicable (chi square = 7.60). Respondents with a laissez-faire orientation were more likely to choose this role than were their opposites. A similar insignificant trend appeared in the spring, 1966 data.

The relations between the SVQ composite scores and the rankings of Trow's four philosophies or student subcultures were also examined through the use of contingency analyses. The fact that both dimensions consisted of ordered sets of categories permitted the use of index of the degree of association as well as the chi square test of independence. The index, called gamma, was formulated by Goodman and Kruskel (Hays, 1963).[21] The gamma statistic was applied only if the chi square value was significant.

Students scoring individualistically on the 1, 9 composite dimension were significantly more likely to rank the non-conformist philosophy first, while their opposites were likely to rank it last. Chi square = 9.54, with 2 df; gamma = .44. This result is quite consistent with the relationship obtained using the choices of types. Students at the non-cooperative end of the 2, 4, 6 composite were also significantly more likely to rank the non-conformist philosophy first than were their fellows.

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[21] Gamma indicates the difference between the probabilities of the same rank order of pairs values on both dimensions and different rank orders. The larger the gamma, the stronger is the monotonic relationship between the two dimensions. Gamma varies from -1.00 to +1.00.

This is congruent with the anti-conformity emphasis of the 2, 4, 6 cluster. The chi square and gamma for this relationship were 10.67, with 2 df and .45, respectively.

Finally, students at the social welfare end of the 7, 8 composite score were significantly more likely to rank the academic philosophy first than were the laissez-faire students. The chi square was 12.31, with 4 df and the gamma was .29. While this finding doesn't seem particularly relevant to the interpretation given to the 7, 8 dimension, it might be related to this meaning if one interprets it as indicating that the social welfare oriented students are serious-minded persons who value their obligations as students to pursue knowledge as highly as their obligations as citizens to help others. This interpretation is supported by the finding described earlier that social welfare oriented students place more value on the college goal of intellectual development than do their opposites.

The types ratings made by the class of 1969 sample were intercorrelated and factor analyzed. The item means and loadings may be found in Appendices IV D 7 to IV D 11. Five factors emerged from the analysis, accounting for 38 per cent of the variance; they are described in Table 22. Scores were constructed for each of the factors, except the last which had only one defining item. The SVQ factor scores were then correlated with the types factor scores and with the ratings of the individual types (see Table 23). The usual procedure of relying solely upon factor scores, rather than upon the responses to the items, was not followed in the present case because it was believed that the individual types had clearer meanings than the single

Table 22

Descriptions of Rotated Types Factors
Haverford Freshmen, Class of 1969

1. (10.3)[1] Hardworking, grade-oriented pre-professional orientation (5 items) vs. carefree affiliation (1 item)
2. (10.4) Intellectual, non-conformist artistic (4 items) vs. student-athlete orientation (1 item)
3. (8.5) Affiliative, social athletic orientation (6 items, unipolar)
4. (5.6) Intellectual-political orientation (2 items, unipolar)
5. (3.1) Rebellious negativistic orientation (1 item

[1] The numbers in parentheses refer to the total amount of variance accounted for by the factor.

items in the other parts of the questionnaire. It also seemed desirable to compare the correlations involving the individual types with the contingency analyses already described.

The relationship between the SVQ 1, 9 cluster and type A (the self-directed intellectual), which appeared consistently in the analysis of the choice data and in the preference among the collegiate subcultures, was present only in the spring set of correlations and just reached significance there. This discrepancy between the findings with the two methods of data analysis might indicate that the contingency relationships contained strong curvilinear components which did not show up

Table 23

Correlations Between SVQ and Types Ratings Factor Scores Haverford Freshmen Class of 1969

Summer 1965

	SVQ Factor Scores[1]					
Types Ratings[2]	1	2	3	4	5	6
A	-.10	.10	.18	.03	.14	-.01
B	-.01	.02	-.16	-.03	.00	.15
C	.24*	-.01	-.01	-.07	-.09	-.01
D[3]	-.10	-.16	.00	-.29**	-.12	-.27**
E	.11	-.12	.03	-.07	.08	.05
F	.20*	-.03	-.03	-.06	.16	.18
G	-.35**	-.06	-.16	-.11	-.16	-.26**
H	.05	-.02	-.05	-.05	-.01	.02
I	.03	.06	.16	.06	.02	.12
J	.08	.00	-.05	.04	.01	.08
L	-.14	.02	-.18	-.09	-.07	-.12
M	.35**	.09	-.01	-.05	-.03	.25**
O	.07	-.13	-.12	-.07	.06	-.04
P	.26**	.18	.04	.17	.12	.28**
Types Factors[4]						
1	.15	-.04	-.19*	-.05	.03	.19
2	-.25**	.02	-.13	-.10	-.06	-.18
3	.29**	-.06	-.16	-.03	-.09	.09
4	-.06	.05	.16	.07	.06	.04

[1] High scores indicate individualistic, non-cooperative, non-social welfare oriented responses.

[2] High scores indicate that the type is rated as not characteristic of oneself.

[3] Type D also defined a factor.

[4] Low scores indicate the hardworking, pre-professional end of factor 1, the intellectual-artistic end of factor 2, the affiliative end of factor 3, and the intellectual-political end of factor 4.

* $p \leq .05$, two tailed test

** $p \leq .01$, two tailed test

Table 23 (cont'd)

Summer 1965

SVQ Factor Scores[1]

Types Ratings[2]	7	8	9	1,9	2,4,6	3,5	7,8
A	.20*	.13	-.07	-.08	.03	.18	.16
B	-.11	-.09	.07	.06	.09	-.06	-.10
C	.01	.04	.11	.14	-.02	-.07	.03
D[3]	-.05	-.02	-.11	-.11	-.31**	-.08	-.04
E	.03	.10	.07	.08	-.02	.07	.07
F	-.14	.05	.09	.11	.10	.11	-.04
G	-.13	-.16	-.27**	-.29**	-.23**	-.18	-.16
H	-.10	-.03	.07	.07	-.01	-.02	-.07
I	.09	.10	.07	.07	.11	.09	.12
J	.02	.05	.00	.02	.05	-.01	.05
L	-.20*	-.09	-.16	-.16	-.11	-.12	-.14
M	-.07	.03	.33**	.36**	.18	-.03	-.01
O	-.14	-.05	.07	.07	-.08	-.09	-.10
P	.01	.13	.25**	.26**	.29**	.11	.09
Types Factors[4]							
1	-.23*	-.09	.13	.14	.10	-.05	-.15
2	-.12	-.11	-.22*	-.23*	-.15	-.09	-.11
3	-.18	-.04	.19*	.22*	.04	-.13	-.10
4	.13	.11	-.01	-.02	.06	.12	.13

on the linear correlations. There was more agreement between the two methods of analysis regarding the relation between the 1, 9 cluster and the choice of type P (the academic-social balancer).

Turning to the correlations with the types factor scores, it can be seen that the 1, 9 cluster correlated with the second and third types factor scores in both sets of data. The correlational findings indicate that the individualists in the sample were more likely to describe themselves as intellectual,

Table 23 (cont'd)

Spring 1966

	SVQ Factor Scores[1]					
Types Ratings[2]	1	2	3	4	5	6
A	-.35**	-.02	.08	.00	.07	.03
B	.10	.05	.08	.06	.07	.08
C	.13	.00	-.07	-.17	-.09	-.08
D	-.18*	-.37**	-.28**	-.35**	-.27**	-.27**
E	.21*	-.05	-.13	-.06	-.05	-.11
F	-.04	-.02	-.03	.11	.10	.17
G	-.37**	-.23*	.00	-.19*	-.07	-.07
H	-.14	.00	.18*	-.03	.14	-.01
I	-.16	-.19*	.18*	-.15	.09	-.02
J	-.04	-.08	.06	-.13	-.04	.02
L	-.09	.00	.14	.03	.01	.00
M	.13	.07	-.05	.01	-.04	.05
O	.21*	.13	-.07	-.14	-.02	-.09
P	.19*	.15	.06	.08	.20*	.04
Types Factors[4]	.04	.04	.06	.13	.15	.16
1	.04	.04	.06	.13	.15	.16
2	-.33**	-.09	.15	-.05	.03	.00
3	.26**	-.05	-.07	-.13	-.01	.06
4	-.28**	-.15	.16	-.09	.09	.00

artistic and non-conformist, while rejecting the conventional, collegiate, and social-affiliative, "big man on campus" roles. In the case of the non-conformist type, it might be more accurate to say that the individualists reject this type less than others do. The same set of findings could also be described by attributing the opposite tendencies to the students who valued identification with groups. In the spring, 1966 data, the difference between the two poles of the 1, 9 cluster was also

Table 23 (cont'd)

Spring 1966

	SVQ Factor Scores[1]						
Types Ratings[2]	7	8	9	1,9	2,4,6	3,5	7,8
A	.15	.07	-.15	-.19*	-.01	.08	.09
B	.05	.11	.01	.02	.08	.08	.09
C	-.09	.05	.17	.17	-.10	-.09	.01
D	-.37**	-.37**	-.33**	-.32**	.38**	-.30**	-.37**
E	-.16	-.10	.11	.13	-.08	-.08	-.12
F	.00	.05	-.10	-.09	.13	.06	.04
G	-.10	-.10	-.30**	-.31**	-.17	-.05	-.14
H	.22	.17	-.12	-.12	-.02	.16	.19*
I	.14	.00	-.11	-.12	-.11	.13	.07
J	-.01	.06	-.09	-.08	-.05	-.01	.05
L	.05	.20*	.01	.00	.01	.06	.15
M	-.04	-.07	.13	.13	.02	-.05	-.06
O	-.09	.04	.11	.13	-.12	-.04	.00
P	.03	.07	.20*	.20*	.10	.16	.05
Types Factors[4]							
1	.07	.09	-.02	-.01	.15	.13	.09
2	.10	.13	-.17	-.19*	-.05	.08	.11
3	-.11	.01	.21*	.22*	-.07	-.04	-.02
4	.17	.04	-.13	-.16	-.07	.13	.10

related to the fourth factor, suggesting that interest in political affairs had been added to the individualists' self-description or that the students valuing identification with groups might have come to see this type as less descriptive of themselves. Because most of the political interest on campus during the 1965-66 academic year focused on criticism of the U.S. involvement in Vietnam, it is possible that the rejection of this activity by the pro-identification students was a function of their identification with the U.S.A., as part of their general group orientation, while the criticism of their opposites was a function of their rejection of this identification. It might also be a function of their higher level of authoritarianism.

The 2, 4, 6 SVQ cluster correlated rather consistently with type D. Given the generally high level of rejection of this type, the relationship probably means that subjects who valued cooperative pursuit of group goals and support of group norms were more likely to reject the rebellious role than were their less cooperative fellow students. A similar tendency appeared with the rejection of the non-conformist role (type G). At the start of the year the cooperatively oriented students were also more likely to rate the well-balanced role (type P) as descriptive of themselves, but this relationship was no longer significant by the end of the year.

Students scoring at the unconcerned end of the SVQ 3, 5 cluster did not differ consistently from their fellows scoring at the other end. In the summer of 1965 there was only one significant correlation involving the scores in this cluster, and this was not repeated in the spring data. The latter set of findings contained clear, significant correlations with type D. Students who were more oriented toward protecting others from injustice and in upholding general moral standards were more likely to reject the rebellious, negativistic type. The results involving the 7, 8 cluster were parallel to those just mentioned. The only additional relationship occurred with type H, in the spring data: the social welfare oriented students were more likely to describe themselves as being extremely bright. This finding may reflect the same trend as the preference shown by the social welfare oriented students for the academic subculture.

At a rather speculative level, the relationships between the social values and the self-descriptions may be placed into two groups. One set, involving the SVQ 1, 9 cluster, is oriented around unconventionalism and rejection of stereotyped collegiate roles of dating, varsity athletics and participation in organized campus events. Students who accept the culturally approved views of identifying with groups also tend to accept the cultural definition of the collegiate role. On the other hand, students wishing to remain aloof from the usual ties to groups opt for unconventionality. This stance resembles some aspects of the new left orientation. The association of individualism with anti-authoritarianism in the class of 1969 data supports this interpretation. It is not being suggested that the social values determine these orientations toward the conventional collegiate role but that both sets of orientations are part of the same ideological structure. The second set of relationships is much narrower and indicates that the _laissez-faire_ orientation is joined with a negativistic stance toward college authorities. While it is tempting to identify this pattern with the new right, the fact that it is associated with anti-authoritarianism in the class of 1969 data indicates that such an identification would be mistaken.

Occupational goals

It seems reasonable to assume that the kind of occupation a student selects and the goals he seeks through his work should provide information about some of his important values. The rationale for this assumption is much the same as the one behind the examination of students' goals in college. Both college and job careers involve choices with long-term consequences, hence the decisions made regarding these careers should involve evaluative criteria of central importance. These ideas led to the collection of data concerning occupational choices and goals. The form of the data was different in the two samples, apart from a single question which asked for specific choices of future occupations. The wide variety of responses to this direct question, coupled with the relatively small number of cases made it impossible to obtain any clear quantitative trends from the data. The discussion will therefore be limited to the relations between social values and general occupational orientations. In the class of 1968, these orientations were assessed through the use of the Strong Vocational Interest Inventory. In the class of 1969 sample, students rated the importance of each of a series of potential occupational goals, formulated by Goldsen _et al_ (1960) (see Appendix II C, Part VII). In each set of data, ratings or scores of the individual items were intercorrelated and the correlations were factor analyzed. The 1968 data will be discussed first.

The factor analysis of the Strong Vocational Interest data used the responses of the entire class whose responses were collected as part of the regular college testing program. Table 24 describes the factors obtained. The item data, factor matrices, and fuller descriptions of the factors are in Appendices IV E 1 and IV E 4. The criterion for inclusion in the description of the Strong factors was generally $|.50|$ because there were a large number of high loadings. There were only four exceptions in which items with $|.40|$ to $|.50|$ loadings were used to fill out the description of the weak end of a factor. The factors fitted the data extremely well, accounting for 82.7 per cent of the total variance. Only one factor had to be rotated to produce a meaningful simple structure. Factor scores computed from the Strong data were correlated with the SVQ factor scores. These correlations, which may be seen in Table 25, will be discussed with the comparable data from the class of 1969.

The ratings of occupational goals made by the second sample were also intercorrelated and factor analyzed. Four interpretable factors emerged, accounting for 51 per cent of the total variance. The factors are described in Table 26 and the item data,factor matrices, and fuller descriptions of the factors are presented in Appendices IV E 5 to IV E 8. Correlations between the SVQ and occupational goals factor scores appear in Table 27.

Table 24

Descriptions of Rotated Strong Vocational Interest Factors

1.	(17.2)[1]	Social service, low prestige and income (5 items) vs. business, high prestige and income (11 items)[2]
2.	(24.9)	Creative professional (11 items) vs. routine business (8 items)
3.	(25.6)	Working with material objects or numbers (14 items) vs. working with words (7 items)
4.	(10.2)	Administration (7 items, unipolar)[2]

[1] The numbers in parentheses refer to the total amount of variance accounted for by the factor.

[2] Two above criterion items were dropped from factor 1 and one was dropped from factor 4 to clarify the meanings of the factors and the scored based upon them.

The SVQ factor scores of students in the class of 1968 were involved in only one significant set of correlations. Students who valued cooperation and conformity in groups (SVQ 2, 4, 6 cluster) were more likely to show interests similar to men in administrative occupations than were students who showed the opposite values. In contrast to this lonely result, there were a number of significant relationships in the class of 1969 data.[22]

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[22] The larger number of correlations generated by the occupational goals items may be a consequence of the greater similarity between the form of these items and the SVQ items than between the latter and the Strong Vocational Interest items. The irrelevant contribution of item form to correlations of the sort reported here requires additional caution in accepting the relationships as clearly proven.

Table 25

Correlations Between SVQ and Strong Vocational Interest Factor Scores

Strong Factor Scores[2]	SVQ Factor Scores[1]												
	1	2	3	4	5	6	7	8	9	1,9	2,4,6	3,5	7,8
1	.03	-.16	-.04	-.10	.02	-.10	-.03	.02	-.10	-.10	-.13	.00	.01
2	-.09	.08	.04	-.08	-.05	-.11	.06	.03	.08	.06	-.07	-.03	.03
3	.18	.00	.00	.11	-.10	-.03	.08	.02	.03	.05	.02	-.08	.05
4	.06	-.21*	.03	-.23*	.07	-.18	.10	.00	-.11	-.09	-.23*	.06	-.03

[1] High scores indicate individualistic, non-cooperative, non-social welfare oriented responses.

[2] High scores indicate high interest in occupations included in score.

* $p \leq .05$, two tailed test

Table 26

Descriptions of Rotated Occupational Goals Factors
Haverford Freshmen, Class of 1969

1.	(17.8)[1]	Money, security, prestige and leadership opportunity (4 items, unipolar)
2.	(13.6)	Leadership opportunity, working with and helping people, prestige and adventure (5 items, unipolar)
3.	(10.1)	Opportunity to be creative and to use special skills (2 items, unipolar)
4.	(7.3)	Working with and helping others (2 items) vs. freedom from supervision (1 item)

[1] The numbers in parentheses refer to the total amount of variance accounted for by the factor.

Students who were individualistically oriented on the 1, 9 cluster were less likely to ascribe importance to making money, having security or prestige, working with or helping others, and being a leader. On the other hand, they did see freedom from supervision as important.

Students scoring on the cooperative-conforming end of the 2, 4, 6 cluster were more likely to want to work to help others and less concerned with being free of supervision than their opposites. This relationship, taken with the one on the Strong Inventory, suggests that the cooperative-conforming men might resemble the stereotyped "organization man" in prefering to work within a hierarchically organized bureacracy. Such a preference would be consistent with this group's strong rejection of the negativistic, rebellious student role. It is also consistent with its higher authoritarianism (at least in the class of 1969).

Table 27

Correlations Between SVQ and
Occupational Goals Factor Scores

Occup. Goals Factor Scores[2]	SVQ Factor Scores[1]												
	1	2	3	4	5	6	7	8	9	1,9	2,4,6	3,5	7,8
1	-.19*	-.03	.05	-.08	.00	-.20*	.04	.03	-.17	-.19*	-.16	.02	.05
2	-.22*	-.17	-.24*	-.02	-.11	-.16	-.25**	-.29**	-.31	-.31**	-.16	-.17	-.29**
3	-.02	-.16	-.16	.05	.00	-.05	.00	-.17	-.06	-.07	-.05	-.06	-.10
4	-.45**	-.33**	-.47**	-.25**	-.29**	-.26	-.49**	-.49**	-.43**	-.45**	-.34**	-.40**	-.50**

[1] High scores indicate individualistic, non-cooperative, non-social welfare orientation responses.

[2] High scores indicate high importance attributed to goals included in score.

* $p \leq .05$, two tailed test

** $p \leq .01$, two tailed test

The social welfare oriented ends of the 3, 5 and 7, 8 clusters were associated with the helping and working-alongside-others end of the fourth goals factor. The same ends of the latter cluster and the factor 3 score were also related to the leadership, working-with-others, prestige and adventure pole of the second goals factor. The relationships between the social welfare orientation and helping and working with others are not surprising; they fall quite clearly under the definitions of the 7, 8 cluster and,to a somewhat lesser extent, the 3, 5 cluster.

Preparation for college

Entering freshmen in the class of 1968 were asked to rate their degree of preparation with regard to a number of aspects of college life (see Appendix I B, Part III). These items were included for two reasons. First, it was initially hoped that some observations of communication and affiliation patterns could be made to see whether social comparisons or other conformity-producing processes played a part in producing changes in social values. Areas in which a student felt unprepared were thought to affect his selection of other students for the purposes of communication and affiliation and thereby make him susceptible to influence by these students. It was also believed that the less prepared a student believed himself to be, the lower his self-esteem would be and the more he would change in response to influence from others. Unfortunately it was not possible to carry out this part of the study. Nevertheless, the responses to the items were examined for the light they might throw on the personal context of the social values being studied.

The ratings of preparedness were intercorrelated and factor analyzed. Six interpretable factors emerged from the analysis. These are described in Table 28. The item data, factor matrices, and fuller descriptions of the factors are in Appendices IV F 1 to IV F 4. Scores derived from the college preparation ratings were correlated with the SVQ factor scores; the results of this analysis are presented in Table 29.

Table 28

Descriptions of Rotated Centroid Factors
College Preparation Items
Freshmen Class of 1968, Summer 1964

1.	(12.4)[1]	Adjustment to the interpersonal relations aspects of college life (6 items, unipolar)
2.	(10.1)	Adjustment to heavy academic demands (5 items, unipolar)
3.	(7.7)	Maintenance of ego-integrity and self confidence in the face of academic and social challenges (3 items, unipolar)
4.	(6.2)	Playing "stereotyped collegiate" role of dating and athletics (3 items, unipolar)
5.	(3.5)	Participating in college pranks (2 items) vs. broadening of personal outlook (1 item)
6.	(4.6)	Self control (1 item) vs. originality and flexibility (5 items)

[1] The numbers in parentheses refer to the total amount of variance accounted for by the factor.

Table 29

Correlations Between the SVQ and College Preparation Factor Scores Class of 1968, Summer 1964

SVQ Factor[1]	College Preparation Factor[2] 1	2	3	4	5	6
1	-.22*	-.07	-.05	.02	-.02	-.04
2	-.06	-.05	-.16	.02	.08	.06
3	-.27**	.08	-.23*	-.05	.06	.12
4	-.11	.01	.07	-.07	.00	.00
5	-.16	-.05	-.08	-.01	-.07	.01
6	-.17	-.06	-.11	-.11	.06	.07
7	-.34**	.06	-.18	-.19	.03	.13
8	-.28**	.04	-.20*	.01	.00	.09
9	-.14	.01	.00	.04	-.02	-.10
1,9	-.16	.00	-.01	.05	-.03	-.10
2,4,6	-.15	-.04	-.07	-.07	.03	.05
3,5	-.22*	-.01	-.14	-.02	-.03	.05
7,8	-.32**	.04	-.20*	-.08	.01	.11

[1] High scores indicate individualistic, non-cooperative, non-social welfare oriented responses.

[2] A high score on a preparation factor indicates preparedness, a low score indicates unpreparedness.

* $p \leq .05$, two tailed test

** $p \leq .01$, two tailed test

The only significant correlations revealed that students who were oriented toward protecting the welfare of others and protecting others against injustice (SVQ 7, 8 and 3, 5 clusters) rated themselves as more prepared to adjust to the interpersonal aspects of college life than did students who were relatively indifferent to the well being of others. The former students were also somewhat more likely than the latter to rate themselves as more able to maintain their views and self-confidence in the face of challenges from others and from academic pressures. Both of the relationships suggest that the pro-social orientations existed in a context of confidence about the beneficial outcomes of interpersonal relationships. The abstract values about helping others may be part of a more general positive orientation toward other people. The fact that preparation for the conventional collegiate or practical joker kind of activity did not relate to concern for the welfare of others suggests that the general orientation being sketched here refers to valuing direct, friendly interchange and not popularity.

Desired characteristics in teachers

Part V of the summer questionnaire administered to the class of 1968 asked students to rate how important it was for college teachers to possess each of a set of 26 characteristics (see Appendix I B). It was believed that the kinds of traits and characteristics a student sought in his teachers would reflect some important aspects of his orientation toward college.

The ratings were subjected to the same kinds of analyses as the other ratings items. This produced five interpretable factors, which are described in Table 30. (See Appendices IV G 1 to IV G 4 for item data, factor matrices, and fuller descriptions of the factors.) Factor scores were computed and correlated with the SVQ factor scores; the results may be seen in Table 31.

Freshmen who scored at the individualistic end of the 1, 9 cluster were less likely than their opposites to think that it was important for a teacher to be sociable and informal outside of class or non-directive and discussion-oriented inside of class.

Table 30

Descriptions of Rotated Centroid Factors
Teacher's Characteristics Items
Freshmen Class of 1968, Summer 1964

1.	(13.7)[1]	Friendly, has many informal, extra-curricular social contacts with students (11 items, unipolar)
2.	(11.7)	Skillful, stimulating, expects high level of student performance (11 items, unipolar)
3.	(4.5)	Formality (2 items) vs. informality (1 item)
4.	(3.5)	Admits inadequacy (2 items) vs. well-organized and demanding (2 items)
5.	(4.0)	Non-directive, discussion oriented (4 items, unipolar)

[1] The numbers in parentheses refer to the total amount of variance accounted for by the factor.

Table 31

Correlations Between the SVQ and Teachers' Characteristics Factor Scores Class of 1968, Summer 1964

SVQ Factor[1]	Teachers' Characteristics Factor[2]				
	1	2	3	4	5
1	-.19*	-.12	-.05	.04	-.25**
2	.16	-.07	-.23*	-.03	-.02
3	-.11	-.18*	.01	-.02	-.20*
4	.09	.03	-.15	.14	.07
5	-.14	-.13	-.06	.03	-.05
6	.15	-.07	-.19*	.00	.07
7	-.03	-.16	-.01	.06	-.18
8	-.11	-.17	.01	-.01	-.26**
9	-.25**	-.12	-.05	.10	-.22*
1,9	-.26**	-.14	-.04	.10	-.24**
2,4,6	.15	-.05	-.22*	.06	.04
3,5	-.14	-.16	-.04	.01	-.10
7,8	-.08	-.17	-.01	.00	-.23*

[1] High scores indicate individualistic, non-cooperative, non-social welfare oriented responses.

[2] High scores indicates that the characteristics defining the factor are believed to be very important.

* $p \leq .05$, two tailed test

** $p \leq .01$, two tailed test

The first of these associations parallels the earlier finding that the individualistic students were less likely to value affiliative college goals and may also reflect the rejection of the conventional view of college discussed earlier. The second relationship is rather surprising. One would expect individualistically oriented students to value the freedom of the non-directive, discussion-oriented class. It may be that the social interaction and affiliativeness implied by such a teaching method is what leads the individualists to find it less attractive. In a complementary way, students who value affiliation with others may value teachers who permit friendly exchanges in their classes.

Students who were oriented toward cooperation and conformity in groups (SVQ 2, 4, 6 cluster) were more likely to think that it is important for teachers to provide a clear formal structure for students inside and outside of class. This preference might indicate that the cooperative-conforming orientation was part of a more general need for structure in social relationships. The suggestions of a preference for a hierarchically organized work situation,and of a relatively authoritarian orientation noted above, may also be part of the general desire for structure.

The 3, 5 SVQ cluster, as a whole, was not significantly related to any of the teachers' characteristics factor scores, but the SVQ factor 3 score was involved in two significant correlations. Students who accepted the obligation to act to prevent injustice placed more importance than others on skilled, demanding, and stimulating teaching. In addition, they were more likely to regard reliance upon the non-directive, discussion method as important. Social welfare oriented students (SVQ 7, 8) were also more impressed than their opposites with the importance of the non-directive discussion-oriented approach. It may be that the high value placed upon the non-directive discussion approach by social welfare oriented students is related to their generally high evaluation of the interpersonal interchange which the approach encourages.

Miscellaneous beliefs and attitudes

Seven general attitude and belief questions from the Cornell Student Survey (Goldsen _et al._, 1960) were included in the questionnaire because they seemed relevant to the values tapped by the SVQ. It was also hoped that they might be of help in comparing the present data to the Cornell findings. The questions asked about 1) the kinds of activities which a person would expect to give him the most satisfaction; 2) the groups which he saw as having personalities of their own; 3) whether he believed that people were inclined to help others or to look out for themselves; 4) whether people needed religious faith; 5) how important it was for him to know about what he would do in the future; 6) his ideas about the Deity; and 7) whether most people could be trusted. The specific questions may be found in Appendix I D, Part V.

Students located at the identification-with-groups end of the 1, 9 SVQ cluster were more significantly likely than

3

individualists to believe that people needed a religious philosophy (chi square = 9.89, 4 df). This was the only relationship of the questions with the 1, 9 cluster. It appears to be consistent with previously described acceptance of conventional values by persons at the group-identification pole of the 1, 9 cluster.

The SVQ factor 6 score was significantly correlated with the fifth question, with cooperative-conforming respondents placing more importance on having their future plans known ($r = -.21$, $p \leq .05$). The association is congruent with the tendency, seen in previous findings, for cooperative-conforming students to seek structure. The other two factor scores in the cluster did not correlate significantly with the responses to question 5. However, the cluster as a whole was related to beliefs about the Deity. The cooperative-conforming students were more accepting of a personalized deity or divine force than were the anti-conformists (chi square = 7.30, 2 df, $p \leq .05$).[23]

Students scoring at the laissez-faire ends of the 3,5 and 7, 8 clusters were significantly more likely to name leisure time recreational activities as ones from which they would expect the most gratification than were their social welfare oriented compatriots (chi square = 6.67 and 7.66, respectively, 2 df, $p \leq .05$).

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[23] The test was made by comparing the combined responses to the first two alternatives to the combination of the remaining categories. This split seemed meaningful and also came close to dividing the sample in half. The frequencies were too low in several of the cells of the original contingency table to permit a test of significance.

The latter were more likely to believe that most people could be trusted. The second relationship fits easily into the other findings which show that social welfare oriented students appear to have positive feelings about other people. The findings with the first question may simply indicate that laissez-faire students are more self-indulgent and self-centered than their opposites or that the social welfare oriented students are likely to value general impulse control.

A related finding appears in an answer to question 23 on the summer questionnaire given to the class of 1968. The 7, 8 laissez-faire students described themselves as having less intense political preferences than did their opposites (chi square = 9.07, 2 df, $p \leq .05$). Further data concerning political interest was provided by the political information quiz included in Part I of the 1968 summer questionnaire. The students at the laissez-faire poles of both the 3, 5 and 7, 8 dimensions and the anti-conformists on the 2, 4, 6 dimension had fewer correct answers than their opposites (r's = -.22, $p \leq .05$; -.24 and -.32, p's $\leq .01$).

Additional information about students' religious beliefs and preferences were obtained from answers to items which requested the students' religious affiliations (see Appendices I B, Part I and I C, Part IX). Although the responses were made in terms of specific denominations, the small samples made it necessary to combine them in order to test the relationships between the SVQ categories and religious identification. The categories used in the analysis were as follows: a) Baptist, Catholic and Lutheran;

b) Episcopalian, Methodist and Presbyterian; c) Quaker, Unitarian-Universalist and United Church of Christ; d) Jewish; and e) explicit choice of the "None" response. These groupings join denominations which are similar to one another with regard to degree of religious conservatism or adherence to traditional Christian views about the nature of the Deity. Tests were made by comparing each category against the remainder with respect to the distribution of respondents across the three categories on a given SVQ composite dimension (see Table 32). Each year's data was examined separately, and in some cases the results were also combined across the samples.

The strongest relationships appeared between the SVQ scores and the rejection of any religious preference, i.e., the choice of the "None" response. With the exception of the 3, 5 dimension in the class of 1968 data, all the composite scores were significantly related to this choice in both years. The chi square values for the earlier set of data were 1, 9: 8.30; 2, 4, 6: 8.32; 7, 8: 7.18; all were significant at $p \leq .05$, with 2 df. The values in the second set were 1, 9: 13.79; 2, 4, 6: 11.85; 3, 5: 6.89; 7, 8: 6.93; the first two were significant at $p \leq .01$, with 2 df, and the second two at $p \leq .05$, with 2 df.

The reluctance to select a religious preference shown by the individualist and anti-conformist students lends support to the evolving pictures of the 1, 9 and 2, 4, 6 dimensions. A close examination of Table 32 suggests that the relationships just described were generated primarily by the group-oriented

Table 32

SVQ Categories vs. Religious Identification
Haverford Freshmen

		Class of 1968					Class of 1969				
SVQ Composite Score[1]		a[2]	b[3]	c[4]	d[5]	e[6]	a[2]	b[3]	c[4]	d[5]	e[6]
1,9	High	7	10	5	2	13	1	13	3	4	18
	Med	3	10	4	6	12	3	12	6	6	10
	Low	7	13	10	2	3	5	10	13	6	3
2,4,6	High	7	10	5	2	13	1	11	7	3	16
	Med	3	10	4	6	12	4	8	6	7	12
	Low	7	13	10	2	3	4	16	9	6	3
3,5	High	9	6	5	4	14	2	10	6	3	16
	Med	1	17	5	3	7	3	12	11	5	8
	Low	7	10	9	3	7	4	13	5	8	7
7,8	High	6	8	2	5	15	2	10	6	3	16
	Med	7	12	8	2	8	3	12	11	5	8
	Low	4	13	9	3	5	4	13	5	8	7

[1] High scores indicate individualistic, non-cooperative, non-social welfare oriented responses.

[2] The "a" group refers to the Baptist-Catholic and Lutheran category.

[3] The "b" group refers to the Episcopalian, Methodist and Presbyterian category.

[4] The "c" group refers to the Quaker, Unitarian-Universalist and United Church of Christ category.

[5] The "d" group refers to the Jewish category.

[6] The "e" group refers to the "None" category.

(low scoring) students who were disproportionately absent from the ranks of the "None" choosers. On the other hand, the findings with the other two SVQ dimensions are a bit surprising. The cell frequencies indicate that the results were produced primarily by the heavy choice of "None" by students at the laissez-faire ends of the SVQ dimensions. Normally one thinks of students at the leftist, social welfare oriented poles as being more likely to reject religious identification than those with conservative, laissez-faire values. The opposite result obtained in the present case may have been due in part to the strongly moralistic tone of many of the social welfare oriented items, particularly those on factor 5. It may be that students who reject identification with religious groups rejected the social welfare items too because of this aspect of their wording. If this suggestion is correct, it prompts the question of whether the rejection of the social welfare items by the group of religious-identification rejectors is simply an artifact stemming from the rejection of the language of religious morality, or whether it involves a substantive rejection as well. The disinclination towards using the term "moral" was shown by a large number of the interview respondents. Many would start by asserting that they didn't believe in making moral evaluations of the behaviors of others, but they would then go on to make such evaluations on an implicit basis. When confronted with their inconsistencies, most would admit that moral judgments were permissible sometimes. A few would stick to their original position and retract the evaluations they had made, despite their discomfort about the behaviors they had previously condemned. This pattern of ambivalence about moral evaluations clearly was more than a matter of linguistic preference. It did appear to lead to a rather extreme non-judgmental, laissez-faire attitude toward others.

This question is relevant to the comment made in the introduction about the strain in the leftist ideology between the call for a revolutionary remaking of society to eliminate injustice and the rejection of the belief in universal moral standards which could justify the changes being sought. One consequence of the strain might be the concentration on the anti-status quo aspects of the movement rather than on the eventual restructuring of society. Another might be the disavowal of both the ends and means of the present order and the adoption of a self-centered, hedonistic stance. An example of the latter route might be seen in the use of "psychodelic" drugs by college students and their fellow travelers. All of the foregoing speculation is an attempt to describe a possible source of the unexpected laissez-faire orientation of the religious-identification rejectors. The withdrawal reaction may also be what was being expressed by the laissez-faire students' greater choice of recreational activities as a major source of gratification.

The only other significant relationship between the SVQ scores and religious preference shows that students who identify themselves as Quakers, Unitarian-Universalists and members of the United Church of Christ (category c in Table 32) were more likely to be group oriented on the 1, 9 dimension (class of 1969: chi square = 8.09, $p \leq .05$, with 2 df; combined samples: chi square = 12.84, $p \leq .01$, with 2 df). Although these denominations are known as liberal, they do not stand out from other religious units with respect to the emphasis they place upon identification with groups. However, they may offer an attractive alternative to the withdrawal reaction described above. By providing an institutional setting and a coherent, apparently traditional value basis for social criticism, they may produce a positive view of group participation in critical students who would otherwise move to the individualist extreme. These suggestions would have a firmer basis if the category c students were also more social welfare oriented. In the class of 1968 this was indeed the case (chi square = 6.08, $p \leq .05$, with 2 df), but the relationship was not present at all in the other set of data.

The MMPI

The MMPI responses of the class of 1968 were made available through the cooperation of the College's testing program. In addition to the basic clinical and validity scores, a number of other scores were computed because they seemed relevant to the values being studied. The descriptions of the scores presented in Dahlstrom and Welsh's MMPI Handbook (1960) served as the basis for the selection and interpretation of the scores. The correlations between the MMPI variables and the SVQ composite scores are shown in Table 33. Unless indicated, the correlations with the individual SVQ scores echoed the ones with the composite scores.

Table 33

Correlations Between MMPI Scores and
SVQ Composite Factor Scores
Haverford Freshmen Class of 1968

MMPI Score[2]	SVQ Composite Score[1] 1,9	 2,4,6	 3,5	 7,8
L	.01	-.17	-.11	-.17
F	.13	.00	-.01	-.01
K	-.06	-.20*	-.05	.00
Hypochondriasis (Hs)	-.13	-.12	-.05	-.18*
Depression (D)	-.02	.04	.12	.00
Hysteria(Hy)	-.03	-.22*	-.04	-.12
Psychopathic Deviate (Pd)	-.08	-.15	-.11	-.11
Masculinity-Femininity (Mf)	-.09	-.19*	-.20*	-.27**
Paranoia (Pa)	-.12	-.14	-.14	-.19*
Psychasthenia (Pt)	-.23*	-.11	-.14	-.23*
Schizophrenia (Sc)	-.07	.08	-.07	-.08
Hypomania (Ha)	.00	.09	-.08	-.09
Social Introversion (Si)	-.04	.13	.09	.02
Anxiety (A)	-.12	.15	-.07	-.14
Dependency (Dy)	-.22*	.03	-.13	-.22*
Lack of Emotional Control (C)	-.01	.20*	.21	.21*
Dominance (Dor)	.10	-.15	.04	.07
Ego Over-control (Eo)	-.02	-.05	.05	.06
Ego Strength (Es)	.21*	.04	.14	.23*
Hostility Control (Ho)	-.13	.13	.01	-.03
Overt Hostility (Hv)	-.01	.14	-.07	-.08
Neurotic Over-control (No)	-.06	.05	.10	.03
Neurotic Under-control (Nu)	.05	.18*	-.01	-.03*
Prejudice (Pr)	-.08	.34**	.04	.05
Social Responsibility (Rer)	.07	-.17	-.04	-.09
Social Desirability (Sor)	.06	-.18*	.05	.11
Social Participation (Sp)	.04	-.13	-.09	-.05

[1] High scores indicate individualistic, non-cooperative, non-social welfare oriented responses.

[2] A high score indicates possession of the trait being measured; on the M-F dimension a high score indicates femininity.

* $p \leq .05$, two tailed test

** $p \leq .01$, two tailed test

The relations with the several MMPI validity scales and Edward's MMPI social desirability scale provide some information about the degree to which the SVQ scores might be affected by response sets. The 2, 4, 6 SVQ cluster was the only one which correlated with these indicators. Students scoring at the cooperative-conforming end of the cluster were more likely to respond to the indicators in a socially desirable way. As is always the case with such relationships, it is not possible to determine whether they can be taken at face value as indicating substantive characteristics of the subjects of whether they must be regarded as detracting from the variables correlating with the social desirability indicators (Block, 1965). In the present case, the content of the 2, 4, 6 score makes it quite reasonable to expect a relationship with the tendency to respond in a socially desirable fashion. There was only one other significant relationship between the SVQ and validity scores: the first factor score correlated .29 with the F score, which indicates unusual responses.

The significant correlations with the other MMPI variables, involving the SVQ 1, 9 composite score, all appear to reflect the same personality trait, namely, self-confidence. Individualists, when compared to group identifiers, had lower psychasthenia scores, indicating greater personal balance, self-control, and independence. Low scores on this variable are said to reflect sentimentality, even-temperedness, and non-aggressiveness.[24] The individualists also scored lower on dependency and higher on ego strength than the group identifiers. It may be that the latter group's strong affiliative orientation stems from their dependency. Following Schacter (1959), one might expect this group to have a disproportionate number of first and only borns. In the class of 1969 this expectation was strongly supported by the data (chi square = 11.60, $p \leq .01$, with 2 df). However, the other set of data showed an insignificant reversal of this expected relationship.

Proceeding to the next SVQ dimension, we see that in addition to responding in a socially desirable way, conforming-cooperative students were more likely to receive high scores on the Hysteria scale. According to Welsh and Dahlstrom (1960), this indicates mixing well socially, having wide interests, and being particularly accessible to others. The fourth SVQ factor scores, taken alone, also correlated with the social introversion variable, with the cooperative-conforming students receiving lower scores than their opposites. The conformist students also received low scores on the C variable, indicating that they show good emotional control in the face of stress; a similar meaning can be given to the relationships between the 2, 4, 6 cluster and the Neurotic Undercontrol score. The higher M-F score of the cooperative-conformists can be taken to mean that they are more likely to be sensitive, idealistic, peaceable, sociable, curious, and aesthetically oriented than their anti-conformist opposites. Finally, there was a clear and surprising relationship with the prejudice scale, with the anti-conformists responding more like prejudiced persons than the conformists. This finding is inconsistent with the class of 1969 finding that the anti-conformists were also anti-authoritarian. Although all but the last relationship between the 2, 4, 6 SVQ dimension and the MMPI scores make sense, it should be recognized that the cooperative-conformists always come out at the desirable end of the MMPI scales. This reinforces the suspicion that the relationships between this variable and the MMPI, and perhaps other measures as well, are affected by the tendency to respond in a socially desirable manner.

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[24] Welsh and Dahlstrom (1960) present a variety of descriptions of the differences between the high and low scorers on the major MMPI clinical sclaes. Some are based on ratings of extreme scorers by peers, some on clinical assessments of creative persons with extreme scores. The descriptions here will rely primarily upon the peer ratings and therefore say more about the overt social behavior than genotypic personality characteristics. It should also be noted that there are varying amounts of item overlap among the scales. Sets of relationships involving similar sounding MMPI variables often involve a fair amount of literal redundancy because of item overlap.

The next SVQ dimension examined, viz. the 3, 5 cluster, was part of only two significant relationships; both of these are due to the third SVQ factor. The laissez-faire students were more likely to score at the masculine (low) end of the M-F continuum and were also more likely to show lack of emotional control in response to stress. These two traits appear to be somewhat inconsistent because men with low M-F scores are seen by others as self-confident and independent, which suggests a good degree of self-control. One way of eliminating the inconsistency is to hold that the self-confidence shown by the low M-F scorers is a brittle front which breaks down under stress. The lack of concern for the welfare of others might be a part of this tough front.

The SVQ 7, 8 composite score was correlated with several MMPI variables. Social welfare oriented students were high on four of the clinical scales: Hypochondriasis, M-F, Paranoia and Psychasthenia. These relationships indicate a tendency toward sensitivity, idealism, proneness to worry, peaceableness, soft-heartedness and cooperativeness. All of these seem quite consistent with the definition of the social welfare orientation. The MMPI scores of these students also indicated that they were more dependent, had lower ability to control their emotions under stress and had lower ego-strength. These findings suggest the possibility that the greater concern for others shown by the social welfare oriented students grows out of their recognition of their own vulnerability. In a complementary fashion, they may also indicate that the security and stability of the _laissez-faire_ students has not prepared them for understanding and empathizing with others who are not as well off as themselves. As is frequently the case with correlational results, the direction of causation might be reversed. It may be that the difference in sensitivity to others' welfare is what leads to the differences in apparent stability. That is, _laissez-faire_ students may appear or actually be more untroubled because they ignore the difficulties of those who are not as well off as themselves. If the interpretation of the laissez-faire orientation as a withdrawal is correct (see above), the second direction of causation becomes quite likely.

Before concluding this section, it is important to mention that two expected relationships did not occur. The social responsibility scale, which presumably measures trustworthiness, willingness to accept the consequences of one's own behavior, and sense of obligation to groups, did not correlate with either the 3, 5 or 7, 8 cluster. This scale had previously been found to be correlated with ratings of good citizenship in high-school students. The social participation scale, containing items which have been found to differentiate between high-school students falling at the extremes of extra-curricular activity, was not associated with either the 1, 9 or the 2, 4, 6 dimensions.

The Opinion, Attitude and Interest Survey (OAIS)

The College testing program also provided the responses of the class of 1968 students to the OAIS (Fricke, 195). Unlike the MMPI, the OAIS is specifically designed for testing college students. Although there is no reason to expect strong relationships between many of its scores and the SVQ scores, the availability of the data made it seem wise to examine the correlations between the two sets of scores. As was done with the MMPI data, the presentation of results will be restricted to correlations involving the SVQ composite scores, except where the relationships involving individual SVQ scores are not reflected in the correlations with the composite scores. The results are presented in Table 34.

The first SVQ dimension to be examined is individualism vs. identification with groups (the SVQ 1, 9 variable). The group identifiers were more likely to respond in a manner calculated to make a good impression than were their opposites. The individualists were more likely to respond in the same manner as students who receive high grades, and who are seen as highly creative by their college instructors. In the OAIS the measures of these two qualities are uncorrelated. The individualists' scores indicate that they are less likely to be able to get along with others(low social adjustment) than the group identifiers and are more likely to be athletic, rough, inconsiderate, immature and unpolished. This last set of traits comprise the interpretation suggested by Fricke for high masculinity scores. The final relationship suggests that the individualists' responses resemble those of physical science majors more than is true of the group identifiers. The OAIS findings fit quite well with the differences between the two poles of the 1, 9 dimension found in responses to the role choices and other parts of the summer questionnaire. The only incongruous element is the interest in athletics. This may well be a part of the general masculine orientation which the present group of individualists does not share.

Table 34

Correlations Between OAIS Scores and SVQ Composite Factor Scores Haverford Freshmen Class of 1968

	SVQ Composite Score[1]			
OAIS Score[2]	1,9	2,4,6	3,5	7,8
Agreement Response Bias	-.06	.19*	-.10	.01
Infrequent Response	.06	.14	.00	-.03
Social Undesirability	.22*	.09	.11	.12
Achieving Personality	.05	-.04	-.03	.01
Intellectual Quality	.18*	-.11	.05	.02
Creative Personality	.21*	-.07	.10	-.02
Social Adjustment	-.27**	-.19*	-.17*	-.13
Emotional Adjustment	.05	-.06	-.06	-.02
Masculine Orientation	.18*	.19*	.14	.26**
Interest in Business	-.06	.12	.09	.13
Interest in Humanities	.14	.06	.08	-.04
Interest in Social Science	.05	-.10	.06	-.04
Interest in Physical Science	.18*	.12	.15	.20*
Interest in Biological Science	-.11	-.08	-.09	-.07

[1] High scores indicate individualistic, non-cooperative, non-social welfare oriented responses.

[2] A high score on the OAIS indicates high standing on the trait being measured.

* $p \leq .05$, two tailed test

** $p \leq .01$, two tailed test

The findings with the SVQ 2, 4, 6 cluster shows a puzzling correlation with the measure of agreement response bias. The anti-conforming students were more likely to show this bias than were their opposites. This is quite out of keeping with the meaning of this dimension. In any case, the mean score of the entire sample was 39, which falls very close to the norm of approximately 42 (Fricke, 1963, p. 219). The standard error of the Haverford sample mean is 2.89. These statistics indicate that even relatively extreme scorers on the Haverford sample fell well within the normal, bias-free limits of 28 and 56. The reversal, therefore, does not appear to be important. The anti-conformists also responded in a manner indicating lower social adjustment. In addition, students at the anti-group end of the second SVQ factor, taken separately, were more similar to overachievers than were their opposites.

Students scoring at the social welfare end of the SVQ 3, 5 cluster had higher social adjustment scores than their opposites, while students at the corresponding end of the 7, 8 dimension scored low on masculinity and interest in physical science. These relationships are congruent with the definitions of the 3, 5 and 7, 8 SVQ dimensions.

Aptitudes and grades

The SVQ dimensions were also run against the Scholastic Aptitude Test scores and grade averages. The results of this analysis are shown in Table 35. In that table it can be seen that the anti-conformists of the class of 1968 had lower verbal

Table 35

Aptitude Scores and Grades *vs.* SVQ Composite Factor Scores

Class of 1968

	SVQ Composite Factor Scores[1]			
	1,9	2,4,6	3,5	7,8
SAT Verbal	.15	-.25**	.11	-.01
SAT Math	.12	-.09	.06	.10
Freshman Average	.09	-.07	.08	.10
Sophomore Average	.05	-.04	-.03	-.09

Class of 1969

	1,9	2,4,6	3,5	7,8
SAT Verbal	.16	-.11	.02	-.07
SAT Math	.11	.07	-.05	.04
Freshman Average	-.05	-.18*	-.18*	-.25**

[1] High scores indicate individualistic, non-cooperative, non-social welfare oriented responses.

* $p \leq .05$, two tailed test

** $p \leq .01$, two tailed test

SAT scores than their opposites. While the corresponding composite score in the class of 1969 data did not show this relationship, one of its components, the second SVQ factor score, did ($r = -.22$, $p \leq .05$). In the class of 1969, anti-conformists and the laissez-faire students also had lower grades than their opposites. The latter relationships might be due to these students not working hard, a tendency that would be quite in keeping with their less serious approach to academic demands.

Social background

Both questionnaires contained a number of questions designed to find out about the social backgrounds of students (see Appendices I B, Part I and I C, Part II). The social homogeneity of the Haverford student population made it unlikely that any strong relationships would be found, but it was decided to look nonetheless.[25]

Several relationships occurred between SVQ variables and responses about parents' political views. In the class of 1968, the fathers and mothers of students scoring at the anti-conformity end of the 2, 4, 6 dimension were more likely to have preferred Johnson to Goldwater in the 1964 presidential campaign (chi square = 9.10 and 9.43, $p - .05$ and $p \leq .01$, respectively, with 2 df). In the class of 1969, the fathers of students scoring in the middle category of the 2, 4, 6 dimension were more likely to be Democrats than the fathers of students falling at either pole (chi square = 7.50, $p \leq .05$, with 2 df). Among the first set of students, persons scoring at the *laissez-faire* end of the 3, 5 dimension were more likely to report their fathers as having weak political interests than were their opposites (chi square = 8.20, $p \leq .05$, with 2 df). The same trend was shown with regard to both parents of the 7, 8 laissez-faire students (chi square = 9.69 and 10.98, $p \leq .01$, with 2 df). In the second sample, students at the social welfare, morally-oriented end of the 3,5 continuum were more likely to report their parents as having different political preferences than were their opposites (chi square = 8.12, $p \leq .05$, with 2 df). The findings regarding strength of parents' political preferences repeat ones reported earlier concerning students' preferences. They present the usual picture of family resemblances in views about party politics.

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[25] Time limitations prevented complete analyses of all of the relevant items. Questions 16 through 26 on the summer, 1964 form, and 2 through 13 on the summer, 1965 form were examined. Only the significant results will be mentioned.

Questions about parents' religious preferences also produced a scattered set of findings. In the class of 1968 and in the combined data, students reporting that their fathers and mothers had no religious preference were more likely to score at the laissez-faire end of the 3, 5 dimension (chi square = 7.18 and 6.93, $p \leq .05$, with 2 df). The same kind of relationship,involving mothers only, was found with the 7, 8 score (chi square = 9.25, $p \leq .05$, with 2 df). A comparison of sons' and parents' religious preferences showed that students whose preferences differed from those held by either of their parents were more likely to be at the individualist pole of the 1, 9 dimension (chi square = 17.95, $p \leq .001$, with 2 df). The magnitude of this result is probably due to the large number of individualists choosing the "None" alternative, while reporting their parents as having some specific denominational preference.

The background data of the combined samples also showed that students who said that their fathers had completed some college, but had received no degree, were more likely to be at the individualist pole of the 1, 9 dimension (chi square = 5.99, $p = .05$, with 2 df). The same was true of students whose mothers had college degrees but no advanced training (chi square = 7.16, $p \leq .05$, with 2 df).

The final result to be reported occurred in the class of 1969 data. Individualists were more likely to come from the suburbs of a large city than were individuals who valued identification with groups (chi square = 7.54, $p \leq .05$, with 2 df); neither city residence, per se, nor small town residence was related to any SVQ variables.

Summary of the correlates of the SVQ factor scores

The purpose of examining the relations between the SVQ factor scores and other variables was to help in the delineation of the meanings of the SVQ variables. Because of the scattered and varied nature of these relationships, it seemed useful to present a summary of the contexts of the SVQ orientations. The summary will attempt to organize and interpret, rather than recapitulate, the results of the analyses described above. Some inconsistencies will be ignored and the findings which occurred in only one of the years will be used unless they were contradicted by findings in the other year's data (as opposed to being merely absent).

The correlates of the 1, 9 dimension will be discussed first. The identification pole of this dimension was embedded in a context of positive evaluation of friendly, social interaction and of the forms provided for this interaction in the collegiate and wider social setting. These positive evaluations were supported by a desire for approval from others and by a lack of self-confidence. The individualistic orientation, on the other hand, occurred along with negative evaluations of conventional collegiate and occupational goals and with a rejection of affiliative goals in favor of achievement-creativity goals. Non-conformity in an intellectual, artistic, religious and perhaps political sense was also present with the individualistic orientation. The data led to the impression that one of the primary negative reference groups for the individualists were the "squares" and boy-scout types represented by their opposites on the SVQ 1, 9 dimension. The individualistically oriented students appeared quite willing to dispense with acceptance by conventional peers and adults and rather unwilling to regulate their behaviors in order to keep within the bounds of conventional propriety and considerateness for others.

We turn next to the correlates of the conformity and cooperation in groups cluster. As one might expect, high value on conformity and cooperation in groups was accompanied by a relatively positive evaluation of explicit regulation of student behavior, regardless of whether the source of the control was in the college administration or in the students. In addition, the cooperative-conforming orientation was associated with a general preference for social relationships in which the participants have clearly defined roles and know what to expect of each other. The context also includes a positive view of social relationships, but it is not clear whether this is due to an interest in the rewards of affiliation or of being linked into a clearly structured social system; the latter seems more likely. A rejection of overt non-conforming behavior and the attempt to present a socially desirable front were also correlates of the cooperative-conforming orientation.

The context of the other end of the SVQ 2, 4, 6 cluster appears to have consisted primarily of a rejection of restrictive rules. The negativistic, rebellious aspect of non-conformity was more prominent in this setting than it was in the context of the individualist pole of the 1, 9 cluster.

The third context to be examined pertains to the SVQ 3, 5 variables.[26] The active, moral, pro-social ends of this cluster existed in a setting of strongly humanistic interests. There was a positive evaluation of intellectual and general self-development while at college; the latter included the development of a personal moral or ethical system. The context also contained a positive view of students creating and enforcing rules, which would support considerate, honorable interpersonal behavior; and an unfavorable view of negativistic behavior. The pro-social orientation appeared to be part of a generally positive view of other people; i.e., others were not seen as threatening. As one would expect from the definition of this pole, its context included a high interest in working with and helping others.

The correlates of the *laissez-faire* end of the 3, 5 cluster are difficult to describe other than by stating that they were the reverse of the correlates of the social welfare pole. Apathy, lack of interest in others (rather than hostility toward them), and lack of interest in ethical or instrumental concerns seem to be associated with the *laissez-faire* orientation. The only positive statements that seem applicable is that this orientation is accompanied by a strong interest in leisure activities and perhaps by a stronger than usual interest in being an athlete.

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[26] Several of the following statements apply to factor 3 but not to factor 5.

The correlates of the remaining SVQ cluster are rather similar to the ones just described. The social welfare end of the 7, 8 dimension was accompanied by humanistic and intellectual-personal development goals and by the rejection of negativism. This context also contained positive views about working with and helping others, and in being a leader. There is a suggestion that the social welfare end of the 7, 8 cluster was accompanied also by lower self-confidence and aggressiveness and by greater sensitivity and dependency. The laissez-faire end of this cluster had much the same context as its 3, 5 counterpart. The only difference appears to be that the 7, 8 orientation is connected to greater assertiveness and interest in being a student leader.

CHANGES IN SOCIAL VALUES DURING THE FRESHMAN YEAR

Repeated administrations of the SVQ provided data regarding stability and change in the social values scores during the freshman year. Although there were no clear expectations about the direction of change at the College, it seemed quite possible that immersion in the campus culture would affect the students' value orientations. This culture places strong emphasis upon social responsibility and liberalism while stressing individualism. There are few formal organizations on campus and a resistance to formally organized group efforts. Students generally prefer to rely upon individual consciences rather than upon formal regulations as means of social control. The general agreement about these values may be a function of changes occurring in students toward a common position as a result of their experiences at the College.

On the other hand they might also be a function of the self-selection of students who seek to attend the College. It is the presence of these two possible sources of consensus that makes prediction of change difficult.

The first data to be examined were concerned with the stability of the students' SVQ scores from the start to the finish of the freshman year. Table 36 presents the correlations between the scores based on responses at the beginning and end of this period. It is clear from these correlations that the relative standings were fairly consistent over the nine months, although the correlations are not up to the commonly accepted level of test-retest reliabilities for stable traits. The stability of the relative standings provides some support for the psychological coherence of the factors.

Turning to changes in the absolute levels of the SVQ scores, we find two methods of examining the data. The first compares the two sets of scores made by subjects responding to both administrations in a given year. These data are presented in Table 37. The second method compares the mean responses of the total samples responding on each administration to a given class (see Table 38). Because approximately 80 per cent of the students contributed to both sets of data and because of the high stability of the relative standings on the SVQ scores, the "t" formula for repeated administrations yields a more sensitive test of the different changes.

The SVQ scores of the class of 1968 freshmen did not change very much. The only two significant differences involved

Table 36

Correlations Between SVQ Factor Scores at Beginning and End of Freshman Year

	Factor Score												
	1	2	3	4	5	6	7	8	9	1,9	2,4,6	3,5	7,8
Class of 1968 n = 94	.45	.59	.63	.49	.60	.49	.48	.62	.54	.54	.61	.64	.60
Class of 1969 n = 106	.64	.59	.73	.56	.67	.56	.68	.75	.67	.69	.62	.71	.75

Table 37

Comparisons of SVQ Factor Scores
Haverford Freshmen

Class of 1968, n = 94[1]

SVQ Factor Score[2]	Summer 1964 Mean	Spring 1965 Mean	Change Mean	t Sum.'64 vs. Spr.'65
1	23.36[3]	23.67	-0.30	-0.44
2	-44.52	-43.67	2.15	2.83***
3	-17.60	-17.29	-0.31	-0.32
4	-50.78	-50.69	-0.09	-0.07
5	-27.13	-31.57	4.44	1.94
6	-5.85	-2.61	-3.24	-2.03*
7	-81.90	-82.93	1.02	0.51
8	50.67	50.77	-0.10	-0.04
9	63.54	57.69	5.85	1.56
1,9	79.16	73.99	5.17	1.36
2,4,6	-82.71	-81.28	-1.37	-0.58
3,5	-39.28	-43.21	3.93	1.41
7,8	-3.49	-4.44	1.31	0.36

Class of 1969, n = 106[1]

	Summer 1965 Mean	Spring 1966 Mean	Change Mean	t Sum.'65 vs. Spr.'66	t 1968 Change vs. 1969 Change
1	23.38	24.57	-1.17	-2.05*	0.99
2	-43.56	-42.00	-1.56	-2.03*	3.42***
3	-17.98	-14.71	-3.27	-3.68***	2.24*
4	-50.17	-48.78	-1.39	-1.21	0.79
5	-27.57	-23.09	-4.48	-2.35*	3.01**
6	-4.62	1.41	-6.04	-3.81***	1.24
7	-82.06	-78.39	-3.68	-2.27*	1.85
8	51.28	58.29	-7.01	-3.26***	1.99*
9	65.35	64.66	0.69	0.25	1.13
1,9	81.41	81.95	-0.55	-0.19	1.22
2,4,6	-83.42	-74.57	-8.85	-3.54***	2.16*
3,5	-39.75	-32.16	-7.59	-3.15***	3.16**
7,8	-2.99	5.79	-8.98	-3.17***	2.25*

[1] Only Ss responding to both freshmen administrations are included.

[2] High scores indicate individualistic, non-cooperative, non-social welfare oriented responses.

[3] Because the factors had different numbers of items and different proportions of positive and negative loadings, the magnitudes of the scores are not comparable across factors.

* $p \leq .05$, two tailed test; ** $p \leq .01$, two tailed test;
*** $p \leq .005$, two tailed test

Table 38

Across-Class Comparisons of SVQ Factor Scores

SVQ Factor Score[1]	Class '68 Sum. '64 n = 120[2] Mean	Class '69 Sum. '65 n = 117[2] Mean	Summer '64 vs. '65 t	Class '68 Spr. '65 n = 111[2] Mean	Class '69 Spr. '66 n = 124[2] Mean	Spring '65 vs. '66 t
1	23.45[3]	23.39	0.06	23.80	25.14	-1.52
2	-41.84	-43.35	1.35	-43.81	-41.43	-2.12*
3	-17.86	-17.61	-0.17	-17.27	-13.96	-2.16*
4	-50.86	-49.91	-0.64	-50.32	-48.82	-1.54
5	-27.11	-26.94	-0.05	-31.35	-21.71	-2.99**
6	-6.34	-3.63	-1.33	-3.04	2.91	-2.67**
7	-82.01	-81.34	-0.27	-82.22	-77.02	-1.96*
8	50.87	52.93	-0.52	51.87	61.35	-2.23*
9	63.09	65.67	-0.62	58.84	67.22	-1.67
1,9	78.82	81.73	-0.66	75.22	84.86	-1.80
2,4,6	-83.58	-82.05	-0.45	-81.54	-71.87	-2.54*
3,5	-39.44	-38.81	-0.16	-42.73	-30.08	-3.09***
7,8	-3.21	-0.83	-0.45	-2.94	9.32	-2.30*

[1] High scores indicate individualistic, non-cooperative, non-social welfare oriented respon responses.

[2] N refers to total sample tested at stated time.

[3] Because the factors had different numbers of items and different proportions of positive and negative loadings, the magnitudes of the scores are not comparable across factors.

* $p \leq .05$, two tailed test; ** $p \leq .01$, two tailed test; *** $p \leq .005$, two tailed test.

factors 2 and 6, which moved in opposite directions. This incongruity casts some doubt upon the unity of the 2, 4, 6 cluster. It should be noted here that this cluster was the one whose reliability and validity were most in doubt. Taking the changes at face value, it appears as if the students became less accepting of pressures toward conformity and group norms, while simultaneously becoming less worried about the dangers posed by groups for individual development and integrity. The change in the fifth factor score barely missed significance, with the students moving toward greater concern for preventing immoral and unjust anti-social acts.

The findings with the class of 1969 were drastically different than those just reported. Significant changes occurred on all SVQ factor scores, except 4, 9 and the 1, 9 composite. The changes were consistently in the laissez-faire, anti-cooperation and anti-conformity directions. The differences between the changes occurring in the two classes were significant for four of the separate and three of the composite SVQ scores (see Table 38).

The differences between the changes occurring in the two classes might have been due to a large number of factors, only some of which could be examined with the data at hand. The first possibility is that the successive classes were made up of different kinds of students and that the divergent reactions to the Haverford setting were a function of these differences. To test this possibility, comparisons were made between the two samples with regard to the data collected before the starts of their respective freshman years.

None of the SVQ scores differed significantly between the samples at the start of the freshman year, but by the end of the year, six of the separate and three of the composite scores were significantly different (see Table 38). Comparisons were also made of the two samples' responses to several other measures common to both summer questionnaires (see Table 39). It was found that the class of 1969 was significantly more opposed to administrative formulation of rules, significantly less interested in social life, and in the development of self-knowledge and intellectuality. The students in the 1969 sample were also less likely to choose the political type as descriptive of themselves (chi square = 4.79, $p \leq .05$, with 1 df). Finally, there was a trend approaching significance for the second class to show more agreement with rebellious, unconventional ideas. These differences suggest that the members of the class of 1969 may have been more prone to an anti-conformist, laissez-faire orientation than their predecessors. However, it is difficult to explain why this proneness did not reveal itself in the initial SVQ scores but did influence changes in these scores. The data at hand indicate that the explanation of the discrepant finding in terms of initial differences is a weak one.

A second possible source of the discrepant findings is variation in the campus atmosphere during the two years covered by the study. Although one can always find differences between the concrete events taking place in any two years, the period under consideration appeared to have been marked by more than the

Table 39

Across-Class Comparisons of Responses to Parts of Questionnaire Common to Both Classes

	Rules[1]			Goals[2]				
	1	2 2	3	1	2	3	4	5
Class 1968 Mean Factor Score	75.61	43.43	14.31	66.21	89.19	33.07	36.51	25.55
Class 1969 Mean Factor Score	80.16	44.32	13.39	61.18	83.86	31.02	33.72	24.38
t	-2.31*	-0.44	1.32	2.16*	2.91**	1.87	3.57***	1.03

	F Scale[3]					
	1	2	3	Hollingshead Index[4]	SAT Verbal	SAT Math
Class 1968 Mean Factor Score	29.74	-72.65	-18.56	18.22	658.98	687.90
Class 1969 Mean Factor Score	28.66	-72.19	-20.23	19.32	650.54	687.00
t	0.97	-0.18	1.93	-0.83	0.97	0.10

[1] High scores indicate: 1) Opposition to administration creation of rules; 2) Opposition to rules restricting student misbehavior; 3) Opposition to students creating their own rules.

[2] High scores indicate high importance attached to: 1) Social-collegiate activities; 2) Intellectual development; 3) Occupational preparation; 4) Development of self-knowledge; 5) Developing social skills.

[3] High scores indicate: 1) Opposition to humanistic cooperativeness; 2) High authoritarianism; 3) High value placed on irrational, rebellious thinking.

[4] High scores indicate high social class.

* $p \leq .05$, two tailed test; ** $p \leq .01$, two tailed test; *** $p \leq .005$, two tailed test.

usual amount of variation. The 1964-65 academic year was one of high political activity on campus. Both local and national questions were at issue. There was a good deal of student pressure for student participation in curricular planning and other aspects of policy formation affecting students.

The ferment culminated in the election of a rather radical activist as student council president. He tried quite hard to put his participatory democracy plans to work with regard to campus affairs. A committee with representatives in all campus living units was formed to supplement the student council. The members of the committee were to act as discussion leaders and to elicit ideas about campus reorganization from the students. These ideas were then to be fed to the student council which would coordinate them and propose changes for the student to vote on. After a few weeks the interest in change began to wane. This decline, added to a somewhat rejecting attitude on the part of the administration, led to the unprecedented resignation of the newly elected president. This resignation led, in turn, to several heavily attended meetings to discuss what the student body should do. Eventually a new election was held and a less radical, and less charismatic student was elected as student council president.

The 1964-65 academic year was also one in which there was a considerable amount of anti-war activity by students. The anti-war activists at this time were still optimistic and generated an enthusiasm which spread to many non-participating sympathizers. The final unusual aspect of this year was the national presidential campaign which produced a great deal of political interest and mobilized otherwise latent liberal sentiment.

The following year was a quiet one, as far as student campus action was concerned. A student-faculty-administration group was created to work out the method whereby students could participate in a variety of policy decisions. The presence of the committee, which did accomplish its purpose, eliminated the need for further student agitation. The anti-war movement slowed down considerably during the year and turned inward in the form of an eight-day fast by about 50 students. Although the fast was the subject of some controversy on campus, it attracted much less attention than its organizers had expected.

The differences in the political climates correspond to the differences between the changes occurring during the two years. It seems quite possible that the heightened degree of political activity and social concern during the first year might have blurred the normal movement toward a laissez-faire, anti-conformist position. If this assumption is correct, one would expect that during the second, more normal year the students in the class of 1968 would have moved in the same direction as the members of the class of 1969. This hypothesis was checked by administering the SVQ to the class of 1968 at the start of the 1966-67 academic year. A somewhat briefer version (Form D) was used; but with the exception of one item, none of the omitted questions contributed to the factor scores. The mean SVQ factor scores for this administration are shown in Table 38. The item statistics for these data may be found in Appendix II H. The comparison of the new set of SVQ scores with those collected the previous spring from the class of 1969 reveals fewer differences than were found in the comparison involving the spring 1965 SVQ scores of the class of 1968. In the new comparison, the older class remains less anti-conformist but is no longer more social welfare oriented. The previously insignificant difference in the SVQ factor 9 scores is now significant, with the older class being less individualistic.

Another way of checking to see whether the class of 1968 changed in the same direction as the class of 1969 during the 1965-66 academic year is to examine the changes occurring between the summer, 1966 administration of the SVQ and the two earlier ones. The mean changes in SVQ scores involving the summer, 1966 data are shown in Tables 38 and 40. Looking first at the movements over the two-year period (summer, 1964 to summer, 1966), it can be seen that there were two significant changes: one toward individualism on factor 1 and the other toward the laissez-faire pole of factor 8.[27] Both of these are in the same direction observed in the class of 1969 changes. A comparison of the class of 1969 changes with the two-year changes in the class of 1968 produced only one significant difference and one almost significant difference. Both of these involved the anti-conformity and cooperation cluster. The large decrease in the number of significant discrepancies between the changes in the two classes that occurs as a result of using the summer, 1966 data supports the view that the data collected at the end of the 1964-65 academic year was atypical and responsible, at least in part, for the sharp divergence in the results with the two classes.

[27] The t value for the latter change missed significance by only .0053 and will be considered significant.

Table 40

Comparisons Involving Form D of the SVQ

SVQ Factor Score[1]	Form D n=71[2] Mean	Form D vs. Spr. '66 t	Sum. '64 n=65[3] Mean	Sum. '66 n=65[3] Mean	t	Class '68-2 yr. change vs. Class '69 1 yr. change. t
1	25.30	0.15	23.14	25.24	-2.18*	-0.88
2	-43.59	-1.73	-41.75	-43.17	1.29	2.28*
3	-14.85	-0.51	-17.25	-14.93	-1.54	0.58
4	-52.79	-2.66**	-50.21	-52.30	1.24	1.77
5	-28.66	-1.93	-28.80	-28.30	-0.14	1.10
6	-3.73	-1.30	-4.21	-0.72	-1.54	0.95
7	-81.28	-1.42	-81.23	-80.91	-0.13	1.16
8	58.08	-0.70	59.55	58.14	-1.99	-0.14
9	56.69	-2.01*	61.18	57.52	0.68	0.55
1,9	74.39	-1.84	76.49	75.17	0.23	0.33
2,4,6	-81.20	-2.12*	-81.17	-80.78	-0.10	1.96
3,5	-38.14	-1.53	-40.55	-37.81	-0.64	1.03
7,8	3.83	-0.90	-2.57	4.20	-1.27	0.52

[1] High scores indicate individualistic, non-cooperative, non-social welfare oriented responses.

[2] N refers to total number of students taking Form D.

[3] N refers to number of students common to two administrations being compared.

* $p \leq .05$, two tailed test; ** $p \leq .01$, two tailed test.

There was one further difference between the two years which might have affected the SVQ factor score changes. In January of 1965 there was a massive reshuffling of room assignments as a result of the opening of a new dormitory.[28] During the previous semester, most of the freshmen had lived in a very crowded state in one of the dorms. The reshuffling provided a possibility for realignment of roommates which may have permitted the students to live under more congenial arrangements during the second semester. The large scale movement did not take place the following year. It is possible that the decrease in concern for the welfare of others and the increased antipathy toward cooperation in groups shown by the class of 1969 was partly a consequence of the generalization of hostility created by friction among more or less arbitrarily grouped freshmen roommates. This friction may have been relieved in the previous class by the reshuffling. The type of process suggested here is similar to the generalization of interpersonal anger to social attitudes shown by Weiss and Fine (1956).

Besides the naturally occurring differences in the College's environment during the two years covered by the study, there was also a difference produced by the research itself. Somewhat over a third of the class of 1969 was interviewed about the values measured by the SVQ. Although it was thought that the interviews might crystallize or sharpen positions, it was not expected that they would produce any bias. In order to discover whether the

[28] The writer wishes to thank Dr. Douglas Heath for calling this point to his attention.

interviews did exert a pressure toward the direction of change found in the class of 1969, a comparison was made between the changes shown by the students who were interviewed and those shown by the non-interviewed students. These comparisons are presented in Table 41. The changes in the 2, 4, 6 composite score and the second factor score, taken alone, were significantly more in the anti-conformity direction in the data collected from the interviewed students. Because of these differences and others, which were not significant but were not negligible either, it was decided to compare the changes in the two sub-samples from the class of 1969 with the changes in the class of 1968. As can be seen in Table 41, only the difference involving the 3, 5 cluster remains significant when the non-interviewed subjects are used in the comparison between the classes. Although the difference falls short of significance, it is likely that the changes in the 7, 8 cluster are also different in the two samples. It therefore seems that the interview had the effect of biasing the respondents toward the anti-conformity-cooperation position.

The combined influence of the differences between the events of the two years and the effects of the interviews appear to account for the differences in the SVQ factor score changes occurring in the two years. When the two-year change scores of the class of 1968 are compared with the changes of the non-interviewed sample in the class of 1969, there are no differences approaching significance (see Table 41).

The disappearance of the differences between the changes occurring in the two classes when the effects of atypical campus

Table 41

Comparisons of Interviewed and Non-interviewed Students

SVQ Factor Score[1]	Interviewed n = 45 Mean Change[2]	Non-interv'd n = 61 Mean Change	Interviewed vs. Non-interviewed t	Non-interviewed t
1	-2.27	-0.37	-1.65	-0.51
2	-3.25	-0.31	-1.91	-0.30
3	-3.05	-3.42	0.21	-3.32**
4	-3.81	0.40	-1.83	0.28
5	-8.90	-1.22	-2.02*	-0.53
6	-8.51	-4.21	-1.35	-2.11*
7	-3.29	-3.97	-0.21	-2.04*
8	-8.60	-5.84	-0.63	-2.16*
9	-3.73	-3.95	-1.41	-0.98
1,9	-5.78	3.31	-1.58	0.78
2,4,6	-14.87	-4.41	-2.10*	-1.38
3,5	-11.96	-4.57	-1.47	-1.64
7,8	-10.75	-7.66	-0.54	-2.19*

	1968 Change vs. 1969 Interviewed Subjects' Change[2] t	1968 Change(1 yr.) vs. 1969 Non-interviewed Subjects' Change t	1968 Change(2 yr.) vs. 1969 Non-inter viewed Subjects' Change t
11	1.69	0.67	-1.42
2	4.02**	1.96	1.14
3	1.54	2.12	0.60
4	1.75	0.26	0.77
5	3.36**	1.67	0.17
6	1.81	0.38	0.24
7	1.25	1.71	1.12
8	1.81	1.41	-0.37
9	1.62	0.33	0.04
1,9	1.83	0.32	-0.28
2,4,6	3.13**	0.78	0.82
3,5	3.15**	2.06*	0.33
7,8	1.94	1.68	0.24

[1] High scores indicate individualistic, non-cooperative, non-social welfare oriented responses.

[2] The 1969 change scores were subtracted from the 1968 score. A positive t value indicates that the 1969 class changed more toward the high end of the SVQ dimensions. The 1968 change scores may be found in Tabe 37.

* $p \leq .05$, two tailed test; ** $p \leq .01$, two tailed test.

events and the interviews are removed suggests that the best index of the naturally occurring change during the freshman year may be found in the non-interviewed sample of the class of 1969. This was the only group which was not affected by either of the biasing influences. As can be seen in Table 41, these students became significantly more laissez-faire oriented with regard to the SVQ 7, 8 cluster and with regard to the third SVQ factor. They also became significantly less favorable to cooperative-conforming behavior in groups, as measured by SVQ factor 6.

The natural direction of change in social values during the freshman year at Haverford is in contrast to the generally held view of the campus atmosphere as socially concerned. However, it must be remembered that the students were freshmen and sophomores who might well change in the opposite direction by the time they graduate. As will be shown below, they entered college being rather extreme in their pro-social orientations so that the changes still left them more social welfare oriented than a conservative comparison sample (see Tables 42 and 43). It is quite possible that the orientations of the entering students were not well integrated into their evolving personal identities. In some instances they may have been no more than transplants of parental values which were not rooted in the students' own outlooks. If such were the case, the reorganization of identity, which is intensified by effective liberal arts education, may have produced a weakening of the pro-social committment of these students. It seems quite possible that the weakening of

Table 42

SVQ Factor Scores of Comparison Samples

SVQ Factor Score[1]	Peace Corps Group 1 n = 56 Mean	Peace Corps Group 2 n = 38 Mean	Men's University n = 58 Mean	Haverford Summer '64 and Summer '65 n = 237 Mean	Haverford Spring '66 (Non-interv'd) and Summer '66 n = 148 Mean
1	24.16	25.03	24.44	23.42	25.11
2	-42.25	-39.18	-41.76	-42.57	-42.63
3	-18.96	-15.03	-11.16	-17.74	-15.33
4	-52.56	-47.97	-50.35	-50.39	-50.21
5	-28.05	-21.42	-14.39	-27.03	-25.48
6	-10.20	28.03	-5.54	-5.00	1.23
7	-86.61	-78.24	-70.71	-81.86	-79.95
8	48.64	54.29	65.84	51.87	57.68
9	50.77	58.39	54.71	64.36	61.31
1,9	67.86	76.66	75.74	80.25	78.88
2,4,6	-80.55	-70.47	-82.22	-82.83	-76.63
3,5	-41.11	-23.13	-20.57	-41.10	-34.88
7,8	-68.27	3.89	18.74	-20.32	4.58

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[1] High scores indicate individualistic, non-cooperative, non-social welfare oriented responses.

Table 43

Selected t values for Inter-Sample Comparisons

Haverford Summer 1964 and Summer 1965	SVQ Factor Score[1]	t[2]
vs. Peace Corps - 1	9	2.84**
	1,9	2.45*
vs. Peace Corps - 2	2	-2.30*
	6	-2.88**
	2,4,6	-2.71**
	3,5	-3.53***
vs. Men's University	3	-3.83***
	5	-3.59***
	7	-3.85***
	8	-3.10**
	9	1.96*
	3,5	-4.74***
	7,8	-3.61***
Haverford Spring 1966 and Summer 1966		
vs. Peace Corps - 1	3	2.16*
	7	2.39*
	8	2.01*
	9	1.95
	1,9	1.90
	7,8	1.95
vs. Peace Corps - 2	2	-2.38*
	3,5	-2.17
vs. Men's University	3	-2.43*
	5	-3.06**
	6	2.73**
	7	-3.19**
	3,5	-3.06**
	7,8	-2.44*

[1] High scores indicate individualistic, non-cooperative, non-social welfare oriented responses.

[2] Positive value indicates that the Haverford sample has a higher score.

Table 43 (cont'd)

Men's University	SVQ Factor Score[1]	t[3]
vs. Peace Corps - 1	3	3.62***
	5	2.93**
	7	4.82***
	8	2.98**
	3,5	3.43**
	7,8	3.47**
vs. Peace Corps - 2	6	-2.46*
	7,8	1.92

[3] Positive value indicates that the men's university has a higher score.

* $p \leq .05$, two tailed test
** $p \leq .01$, two tailed test
*** $p \leq .001$, two tailed test

externally imposed pro-social orientations during the process of identity reorganization is a positive step in the direction of good citizenship. The present study is unable to provide any data about this hypothesis.

COMPARISONS OF THE SVQ SCORES OF DIFFERENT POPULATIONS

One of the standard methods of validating psychological measurement techniques is to compare the scores they assign to groups believed or known to differ with regard to the characteristic being measured. The value of this method depends upon the validity of the assumption that the groups being compared do indeed differ as presumed. In the present case, it was possible to obtain responses from two groups sufficiently large to permit statistical comparisons with the Haverford samples.

The first of these was made up of two sets of Peace Corps trainees. One set was tested in the early summer of 1966, the other in the fall of the same year. The forms were administered by persons involved in the training program. Unfortunately, there is no information about the conditions under which the responses were made. It was expected that the Peace Corps group would be more social welfare oriented than the other samples. There were no clear reasons for expecting differences along the other dimensions. The item statistics for the Peace Corps data are presented in Appendices II H 2 and 3; the mean SVQ scores are shown in Table 42. It was not possible to combine the data from the two groups of trainees because they differed significantly with regard to two of the factor scores. The first group had lower scores on factor 7 and the 3, 5 composite ($t = 2.31$ and 2.72, respectively, $p \leq .05$); the difference on factor 4 approached significance ($t = 1.95$, $.05 < p < .10$).

The findings discussed in the previous section permitted the condensation of the Haverford SVQ data into two sets. The first contained the summer, 1964 and 1965 responses and represented the orientations of the students before they started college. The second consisted of the summer, 1966 data of the class of 1968 and the spring, 1966 data of the non-interviewed students in the class of 1969; it represented the orientations after the "normal" change due to the first year or two of attendance at Haverford.

The comparisons of the Peace Corps scores and the pre-college Haverford scores produced different patterns of results, depending upon which sample of trainees was involved (see Tables 42 and 43). In comparison to the first set of trainees, the Haverford sample was more individualistic; with regard to the second they were more cooperative and conforming and more oriented toward active, morally based support of others' social welfare. After having completed one or two years of college, the Haverford students were still somewhat more individualistic than the first set of Peace Corps respondents and also less social welfare oriented on the 7, 8 dimension. The differences with regard to the second Peace Corps sample were almost the same as they were using the pre-freshmen responses.

The other comparison sample was taken from a relatively small men's university which has been traditionally oriented toward the training of engineers and had had a rather conservative atmosphere with regard to social and political issues. It was expected that this sample would receive scores indicating stronger _laissez-faire_ orientations. The sample was gathered from undergraduates taking an introductory social relations course. The small size of the group made it unwise to separate the responses of the engineering and liberal arts students or the responses of under- and upperclassmen. It is clear from Tables 42 and 43 that the men's university students were more _laissez-faire_ than the Haverford samples, regardless of when the latter were assessed. The same difference was strongly present with one of the Peace Corps samples but did not quite reach significance with the other.

The weight of the inter-sample comparisons support the validity of the social welfare vs. laissez-faire dimensions, although not without some ambiguity. The discordant findings involved the second Peace Corps sample. Whether the discord is due to that sample, or the low validity of the measure cannot be determined from the present data.

CONCLUSION

The major purpose of the present project was the development of an objective measure of social values relevant to good citizenship in democratic communities and to the ideological concerns of the current student generation. The questionnaire which was constructed appears to have illuminated its intended targets, although in a somewhat blurred fashion. Each of the two major content areas, viz., orientations toward groups and orientations toward the welfare of other persons, was represented by two clusters of more or less redundant dimensions. It seems reasonable to assert that the redundancy probably created inelegance rather than distortion. This is so because the apparently redundant dimensions in a single cluster usually were related in a parallel fashion to other variables. A clean-cut measure of the dimension underlying the cluster would have produced the same relationships.

The face validity and the correlates of the identification with groups vs. individualism cluster supports the claim that this dimension is the one which plays a prominent role in current student ideologies. In the other major content area, the 7, 8, social welfare vs. laissez-faire cluster comes close to at least one aspect of the traditional conception of the left vs. right ideological dimension. If the descriptions of these clusters are correct, the combination of the two should be able to distinguish between the four ideological positions discussed in the introduction, viz., the authoritarian right, rightist individualism, the collectivist left and the new left.

The characterization of the other clusters is less certain. The most doubt is generated by clusters relevant to cooperation and conformity in groups. This was not significantly related to the corresponding coded interview variables nor did its components appear consistently in the several factor analyses. Its relation to the social desirability measure and the fact that two of its components changed in opposite directions in one of the Haverford samples also detract from its validity. On the other hand, it was involved in a number of significant relationships which did not appear to be a function of response bias. Because it deals with an area which is of critical importance for the practical exercise of good citizenship, its items should be retained in the questionnaire for further study. The problem with the remaining cluster, containing factors 3 and 5, may be one of hasty marriage. There were a number of instances in which the factor 3 scores varied with the 7, 8 scores while the factor 5 scores did not. Factor 3 shares the stress on morality, central to the definition of factor 5 and the social welfare content, central to factors 7 and 8. It may well be that the latter should have been given more weight than the former in the formation of the clusters.

The refinement of the factorial structure of the SVQ would seem to be the next step for the present research. Until that is done, all studies involving the SVQ will be forced to carry a cumbersome set of variables, making analyses time consuming and interpretations of results awkward. The fact that the instrument in its present, crude form yielded measures which were generally supported by the few validity tests employed and which also fitted into a meaningful network of relationships is a hopeful sign for its ultimate utility in studies of the effects of college attendance upon values.

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Appendix I A

Social Attitude and Value Inventory (Form A)

This questionnaire is aimed at assessing some of your views about individuals, groups, and their interrelationships. Please indicate your opinion about each item by using the following rating scale:

1. strongly agree
2. moderately agree
3. slightly agree
4. slightly disagree
5. moderately disagree
6. strongly disagree

Because this is a preliminary form of the questionnaire there may be ambiguous items. When you encounter such items we should like you to make your rating on the basis of its most probable meaning and to place a question mark next to your response. Please note your opinion of all of the items, even when you are uncertain of your response. At the end of the questionnaire you will be given an opportunity to explain your responses to the items you found unclear.

Name______________________________ School address____________________

Telephone____________________

This information is requested so that we may ask some of you to volunteer later to be interviewed about your responses. The data will be used for research purposes only and will be kept strictly confidential. Bryn Mawr and Haverford students will be taking part in this research. In order to protect your privacy, all interviews at Bryn Mawr will be carried out by Dr. Perloe. At Haverford the interviews of Psych. 12 class members will be carried out by Drs. Koenig and Brown.

Thank you very much,

Dr. Perloe
Dr. Brown
Dr. Koenig

Answer each item below in terms of your personal opinion. You may find yourself agreeing strongly with some of the statements, disagreeing strongly with others, and perhaps uncertain about others.

Mark each statement in the left margin according to how much you agree or disagree with it. Please mark every one. Write 1, 2, 3, 4, 5, or 6, depending on how you feel in each case.

1: strongly agree
2: moderately agree
3: slightly agree
4: slightly disagree
5: moderately disagree
6: strongly disagree

If any question is confusing or if you don't understand the wording, answer it as best you can and put a ? in the margin.

____1. In life an individual should for the most part "go it alone," assuring himself of privacy, having much time to himself, attempting to control his own life.

____2. The typical law abiding person who avoids situations in which transgressions occur, rather than acting in such situations to protect those who are being injured, does not deserve the respect of his fellow citizens.

____3. Most satisfying is the knowledge that one is an indispensable and appreciated member of a purposeful and effective group (team or institution).

____4. The members of a group ought to be willing to inconvenience themselves in order to help the group accomplish its goals.

____5. One must avoid dependence upon persons or things; the center of life should be found within oneself.

____6. If a person is not genuinely and spontaneously concerned with the welfare of others he should not engage in social welfare activities.

____7. Spontaneous, vigorous action is more important than taking precautions to minimize the inconvenience one's acts cause to others.

____8. Whether someone works for the welfare of others or devotes himself to his private interests is less important in determining his worth than whether or not he acts on the basis of genuine personal interest.

____9. It is often better for a group to agree upon specific rules to regulate behaviors of importance to the group than to leave the regulation to the individual judgments of the group members.

____10. A person who witnesses an unlawful or immoral act and does not try to prevent its occurrence shares some part of the guilt with the transgressor.

____11. Concern for the welfare of others should go beyond seeing that they have their essential physical needs met.

____12. A person must limit the range of people toward whom he acts with consideration and compassion.

____13. It is immoral for a person to show indifference toward the well-being of members of his immediate circle of friends.

____14. People cannot rely solely upon ministers, policemen and judges to insure moral behavior among the citizens of a community; they must each act to dissuade others from anti-social acts.

____15. It is quite reasonable for the members of a group to try to influence indifferent or mildly dissenting members to go along with the group.

____16. A member of a group which engages in immoral acts shares the guilt of the group unless he does all he can to prevent its immoral behavior.

____17. An individual who has not caused another's misfortune has no obligation to help the other person.

____18. To be superior a man must stand alone.

____19. A man's self-fulfillment through his work and his life with family and friends should almost always transcend his obligations to the larger community in which he lives.

____20. It is wrong to limit the freedom of one man because it inconveniences another.

____21. Although groups are composed of individuals, they have valuable characteristics which cannot be found in any of the individual members.

____22. The feeling of having caused someone harm or discomfort is one of the most painful a human can have.

____23. Some of life's greatest satisfactions are found in working cooperatively with others.

____24. Nature's law for all organisms is the survival of the fittest; to hinder its operation is to endanger the survival or health of the entire community.

____25. Happiness comes when a man puts self interest aside and devotes himself to the welfare of others.

____26. The aims and procedures of a group ought to be arrived at through free give and take discussion and then adhered to by all the members.

____27. People should be as concerned with the rights and conditions of others as they are of themselves or their immediate families.

____28. Whether an individual acts to protect and enhance the welfare of persons beyond his circle of friends and relatives is a matter of personal preference, not moral obligation.

____29. People cannot be considered moral if they are indifferent to the welfare of the members of the community in which they live and work.

1: strongly agree
2: moderately agree
3: slightly agree
4: slightly disagree
5: moderately disagree
6: strongly disagree

____30. A man who is unable to take care of the needs of himself and his family does not deserve the respect of others.

____31. Everyone has an obligation to criticize other members of his community when they behave in an immoral, anti-social manner.

____32. It is worth embarrassing another person in order to make a good joke or carry out a clever prank.

____33. Men are first and foremost individual beings; the identifications they may have with groups never really alters their essential separateness from one another.

____34. It is only natural that the desires of the individual and the desires of the group to which he belongs will come into conflict frequently.

____35. The person who chooses to pay little or no attention to the welfare of persons with whom he has no personal connection is acting immorally.

____36. No limitations should be placed on the freedom of people to do as they please unless their acts unquestionably cause serious damage to others.

____37. Altruistic acts are not sufficiently valued in our society.

____38. It is better for a person to ignore the larger social concerns of the community in which he lives than to force himself to take part in these concerns merely from a sense of obligation.

____39. When one person behaves unjustly toward another it is wrong for a third person to intervene to correct the injustice unless he is a close friend or relative of one of the parties.

____40. Democracy requires both the free participation by group members in deciding upon the goals and regulations of the group and the willingness of the members to abide by these decisions.

____41. Not only does everyone have an inalienable right to life, liberty and the pursuit of happiness, he also has an equally inalienable obligation to protect others from having these rights taken from them.

____42. One's major obligation to other men is to let them alone so that they may sink or swim by their own efforts.

____43. Man's natural state is as a member of a group; the individual who holds himself aloof from active participation in a community is acting against his natural inclinations.

____44. People should leave the prevention of immoral acts up to those whose job is specifically concerned with such prevention.

1: strongly agree	4: slightly disagree
2: moderately agree	5: moderately disagree
3: slightly agree	6: strongly disagree

____45. Minor conflicts between one's own comfort and convenience and that of a neighbor should be resolved in favor of the neighbor more often than not.

____46. It is often more gratifying to work for the accomplishment of a goal held by a group to which one belongs than to work for the attainment of a purely personal goal.

____47. Although altruism and a feeling of responsibility for the welfare of others are admirable qualities, a person should not be required to have them in order to be respected by himself or others.

____48. Most of life's goals are accomplished better by people organizing themselves into groups and working in a coordinated way than by people working as individuals.

____49. A community in which people were very concerned with each other's morality as well as their own would be an intolerable one in which to live.

____50. People should be willing to diminish their own comfort and convenience in order to avoid interfering with the rights and welfare of their neighbors.

____51. An individual most deserves the feeling of satisfaction with himself after he has done something to help someone else.

____52. A person should be willing to speak out against individuals who break the rules agreed upon by the group.

____53. It is important for an individual to be closely identified with at least one group.

____54. No one can be genuinely concerned with the welfare of people whom he doesn't know and has never seen.

____55. A young person's most important responsibility is developing his own skills and capacities and his ability to appreciate what life has to offer.

____56. When groups have to exert pressure on some members in order to accomplish group goals and uphold norms, the goal or norm loses its value.

____57. Individual consciences need the support of laws and social codes in order to function most effectively in producing moral behavior.

____58. Things work best when people concern themselves with their own welfare and let others take care of themselves.

____59. It is natural and proper that a person should approach other people with a view to how they can help him reach his goals.

____60. Group members ought to join in group activities even if they are initially indifferent or mildly opposed to these activities.

1: strongly agree	4: slightly disagree
2: moderately agree	5: moderately disagree
3: slightly agree	6: strongly disagree

____61. The individualist is the man who is most likely to discover the best road to a new future.

____62. A community in which everyone could be sure that his well-being would be protected and fostered by his fellow citizens would soon lose its vitality and cease to develop.

____63. It is better to let someone behave inconsiderately toward another person than to butt into the relationship in order to correct the injustice.

____64. Virtue and honor do not belong to those who merely dissociate themselves from the immoral acts of their fellow men; rather, it belongs only to those who energetically work to prevent such acts.

____65. Conformity to group norms and goals should be left to the consciences of the individual members.

____66. One of the worst feelings a person can have occurs when he has fallen short of what his group expected of him.

____67. It is just as important to work toward group goals and adhere to the established rules of the group as it is to gratify one's individual desires.

____68. When one individual behaves unjustly toward another, it is wrong for a third person to intervene to correct the injustice unless he has been asked to do so.

____69. Every person's values ultimately spring from some group to which he has belonged, currently belongs or aspires to belong.

____70. It is better to ignore a person in need when one feels no personal compassion for him than to act compassionately out of a sense of obligation or guilt.

____71. The most profound happiness is reserved for those who are capable of selfless dedication to a cause.

____72. Regardless of the content of the act, it is better to do something that springs from a genuine personal interest than from a feeling of social obligation.

____73. It is the man who stands alone who excites our admiration.

____74. A man should not be respected for his achievements if they were obtained by interfering with the welfare and development of others.

____75. Only a person who remains aloof from social organizations and group allegiances can fully develop his potential as an individual.

1: strongly agree
2: moderately agree
3: slightly agree

4: slightly disagree
5: moderately disagree
6: strongly disagree

____76. An individual should be concerned with promoting the welfare of persons in communities far removed from his own as well as those in his own community.

____77. The consequences flowing from the limitation of a person's freedom to use his resources and skills as he wishes are often far worse than the discomfort such freedom might cause to others.

____78. Man's natural state is as an independent, unattached individual; he acts in conflict with his essential qualities when he acts jointly with others as a member of a solidary group.

____79. It is dishonorable to feel indifferent towards persons in distant lands who are deprived of their rights or well-being.

____80. The mere fact that one group or nation is prosperous and another is not places no obligation on the "have" group to improve the lot of the "have-not" group.

____81. Individuals do not really fulfill their human potentials unless they involv themselves deeply in some group.

____82. Regardless of how democratically a group sets up its rules, it ceases to be a democratic group once it begins to pressure its members to conform to these rules.

____83. Groups and communities which refuse to regulate the behaviors of their members encourage the exploitation of the weak by the powerful.

____84. There is no necessary opposition between an individual's fulfillment of his own needs and his fulfillment of the needs of the groups to which he belongs.

____85. Individuals should be ready to inhibit their own pleasures if these inconvenience others.

____86. People who identify strongly with some group usually do so at the expense of their development and individual self fulfillment.

____87. Doing something for a friend is more satisfying than doing something for yourself.

____88. When the needs of a group and the preferences of some of its members come into conflict, the latter ought to be given far greater weight in determining the outcome.

____89. It is up to the government to make sure that everyone has a secure job and a good standard of living.

____90. When democratically organized groups begin to influence and regulate the behaviors of their members, they either disintegrate or become transformed into undemocratic, autocratic groups.

1: strongly agree
2: moderately agree
3: slightly agree
4: slightly disagree
5: moderately disagree
6: strongly disagree

____91. An individual's responsibility for the welfare of others extends no further than the boundaries of his immediate circle of friends and relatives.

____92. The absence of rules regulating the social conduct of the members of a community has the effect of implicitly condoning anti-social behavior.

____93. It is not proper for an individual to refuse to actively participate in some of the group activities of the community in which he lives.

____94. Except for one's immediate family and closest friends, people have a perfect right to pursue their own goals without regard to the convenience or comfort of others.

____95. The development of individual consciences and the development of formal group regulations and codes are mutually antagonistic.

____96. Encouraging others to behave in accord with generally accepted moral standards is as important as one's own living up to these standards.

____97. One should accept moderate amounts of unfairness as an inevitable part of life and avoid trying to make people more moral and considerate than they generally are.

____98. A person should be willing to cooperate with democratically selected group leaders, even though they are not the ones he personally preferred.

____99. Group members have a right to resist doing something in which they have no interest even when the action in question is necessary for their group to reach its goal.

____100. The essence of democracy is protection of the individual against any group pressures designed to make him conform.

____101. As soon as a person begins to consider what effects his actions will have on bystanders, neighbors, or fellow workers, he begins to compromise his value as an individual.

____102. Individuals and groups exist in a symbiotic relationship; neither can flourish without satisfying the needs of the other.

____103. Life is more a festival than a workshop or a school for moral discipline.

____104. Although others may equal it in importance, there is no value more important than compassion and consideration for others.

____105. We intrude unjustifiably into the privacy of other individuals when we try to get them to abide more closely by some moral code.

1: strongly agree	4: slightly disagree
2: moderately agree	5: moderately disagree
3: slightly agree	6: strongly disagree

____106. Regardless of whether groups are democratically or autocratically organized, they tend to encroach upon the individual freedoms of their members.

____107. Individuals should feel responsible for fostering the moral growth as well as the physical well-being of others.

____108. If one individual is treated unjustly by another, but does not do anything to remedy the injustice, it is improper for an outsider to interfere and take the part of the injured person.

____109. In the long run, people are best off if left to regulate their own behavior rather than setting up group norms and sanctions.

____110. A person is justified in feeling annoyed or angry when other members of his group ignore legitimate group demands.

____111. A citizen has the responsibility to answer questions put to him by proper authorities about illegal acts he may have witnessed, but he has no obligation to volunteer such information if he is not asked.

____112. People who are unable to provide for their own welfare have a right to expect help from others.

____113. The ideal society would be one in which each individual was true to his own conscience and immune to the effects of group pressure.

____114. Acting to protect and enhance the rights and interests of other members of one's community is a major obligation for all persons.

____115. Every person should be his brother's keeper in the physical and moral sense.

____116. The only people guity of immoral acts are those who commit them or directly cause them to be committed; others who might have prevented the acts, but did not, should bear no blame.

____117. People should give up activities which bring them pleasure if these activities cause serious discomfort to others.

____118. Conformity to the policies of your group when you are not whole-heartedly in agreement with them is wrong, even when the policies are the result of a democratic process in which you were free to participate.

____119. An individual truly finds himself when he merges with a social group and joins with others in resolute and determined activity for the realization of social goals.

____120. A person should not feel bound to follow the decisions of the groups to which he belongs if these decisions are not in accord with his private preferences.

1: strongly agree
2: moderately agree
3: slightly agree
4: slightly disagree
5: moderately disagree
6: strongly disagree

____121. The presence of rules and regulations governing aspects of community life tends to lead individuals to rely upon external authorities rather than on their own consciences in determining what is right and what is wrong.

____122. All men have an obligation to promote not only the welfare of their immediate circle of relatives but also to work for the well-being of all the members of the community in which they live.

____123. It is wrong for a man to point out other people's moral shortcomings.

____124. It is sympathetic love among persons which alone gives significance to life.

____125. It is the duty of every good citizen to correct anti-minority remarks made in his presence.

____126. People damage themselves as individuals when they inhibit or in some other way modify their behaviors as a result of the rules of the groups to which they belong.

____127. A democratically organized group has the right to determine what should be considered proper behavior in areas relevant to the group.

____128. Individuals should feel no obligation to participate in the group activities of the communities in which they happen to live or work.

____129. Each man can do no more to achieve a just society than to see to it that his own behavior is moral.

____130. It is proper for a group to decide to mete out some kind of punishment to group members who act without regard to the goals and rules of the group.

____131. Man is a social animal; he cannot flourish and grow without identifying himself with some group.

____132. It is legitimate for democratically organized groups to influence members who disagree with the prevailing opinion by presenting arguments and information, but not by rewarding acquiescence or punishing deviance.

____133. Emphasizing the obligations people have to help one another impugns their abilities to take care of themselves.

Now that you have finished responding to the questionnaire, we would like you to look again at the items you found to be ambiguous. It would be of great help to us if we knew why you found the items unclear, what alternative interpretations you found possible and which interpretation you chose as most probable. Please provide this information for as many as possible of the items you indicated to be ambiguous. (Write on the back of the questionnaire pages if you need more space for your responses.

APPENDIX I B

FRESHMAN STUDY PROJECT

Pre-Orientation Questionnaire

Name ______________________ Date Completed ______________

Home Address ____

All information provided on this form is confidential. It will be used for research purposes only and will not be available to the faculty or administration to evaluate or judge you as an individual In order to assure your privacy you are being asked to construct your own four-symbol code number as follows:

1. The first symbol is the initial of your father's first name.
2. The second symbol is the initial of your mother's first name.
3. The third and fourth symbols are the day of the month on which you were born. If you were born before the 10th of the month, use a zero as the third symbol and the date as the fourth.

For example: If your father's first name were John, your mother's first name Alice, and you were born on the 7th of the month, your code number would be:

J A 0 7

Please write your code number in the space below.

___ ___ ___ ___

It is not necessary that you memorize your number because the instructions for constructing it will be repeated when the number is required. These sheets will be detached from this questionnaire and will be available only to the project director.

Please read all the instructions carefully and answer all questions, unless otherwise instructed. Answer the questions in their given order; if you wish, you may take a break between parts. When answering questions with numerical rating scales, please use only one of the numbers provided. Try to think of the numbers as equidistant from one another. Please do not discuss the questions or the answers with anyone.

I

The first section of the questionnaire forcuses on the information you have about Haverford and on a few other background items.

1. How well informed do you think you are about the academic program at Haverford? (Please check on of the following)

   ___ Only slightly informed

   ___ Somewhat more than slightly informed

   ___ Moderately informed

   ___ Fairly well informed

   ___ Very well informed

2. How well informed do you think you are about the non-academic aspects of being a student at Haverford? (Please check one of the following)

   ___ Only slightly informed

   ___ Somewhat more than slightly informed

   ___ Moderately informed

   ___ Fairly well informed

   ___ Very well informed

3. About which specific academic or non-academic aspects of Haverford do you wish you had more information than you now have (e.g., advisor system, student honor system, curriculum, etc)

4. a) Do you have any friends or relatives who were or are students at Haverford? b) If yes, please state (1) their relation to you, and (2) their approximate year of graduation.

5. a) Have you ever visited Haverford? b) If yes, (1) when, (2) with whom, (3) for how long, and (4) for what purpose. (If you have visited Haverford more than three times, list the three longest visits you made and indicate how many additional visits you made). Use the back of the sheet if you need more room.

6. a) Have you ever visited any other colleges for a full day or more? b) If yes, (1) which ones, (2) when, (3) with whom, (4) for how long, and (5) for what purpose?

7. a) Listed below are several sources of information about Haverford. Place a check next to those which provided you with information about the college. (Check as many as needed.)

A. ___ Prep or high school counselor
B. ___ College catalogue
C. ___ Discussion with college visitor to your prep or high school
D. ___ Friend or relative of approximately your age (within 5 yrs.)
E. ___ Visit to campus
F. ___ Discussion or correspondence with members of Admissions Office
G. ___ Discussion or correspondence with college big brother
H. ___ Discussion or correspondence with member of Athletics Dept.
I. ___ Other (please specify below)

b) Please rank order the information sources you have checked above in terms of how much information they provided about the academic aspects of Haverford. List the letters of the items, from left to right, with the most informative source on the left and the least informative source on the right.

____

c) Please rank the same sources again, now in terms of the amount of information they provided about the non-academic aspects of Haverford.

____

8. The academic departments at Haverford are divided into three divisions, Physical Sciences, Social Sciences, and Humanities. Please rank order the divisions in terms of your interest in the kind of subject matter covered by each by placing a 1 next to the one holding the most interest, a 2 to the next, etc.

___ Physical Sciences

___ Social Sciences

___ Humanities

Part I cont'd

9. In which subject do you think you are likely to major? (Please name some subject even if you are uncertain.)

10. How certain are you of your answer to the previous question? (Please check one)

___ Very uncertain
___ Moderately uncertain
___ Slightly uncertain
___ Slightly certain
___ Moderately certain
___ Very certain

11. What occupational plans, if any, do you have? (Please name one or more occupations even if you are uncertain.)

12. How confident are you of your answer to the previous question?

___ Very uncertain
___ Moderately uncertain
___ Slightly uncertain
___ Slightly certain
___ Moderately certain
___ Very certain

13. a) Were you accepted by any colleges other than Haverford?
b) If yes, which ones?

14. State briefly the four most important reasons that led you to decide to come to Haverford, in order of importance, with the most important one first.

1 ____

2 ____

3 ____

4 ____

15. In which of the following geographical regions of the country have you spent most of your pre-college years?

New England
___ New England
___ Middle Atlantic
___ Midwest
___ West Coast
___ Southeast or deep South
___ Southwest
___ Far West
___ Other (please specify below)

16. a) What is the approximate size of the town or city in which your family resides?

    b) If you live in a city of under 50,000 people, is it within 40 miles of a city which has over 125,000 people?

17. What is your father's occupation? (Please be as specific as possible, naming his position, the type and approximate size of the firm, if any, for which he works. If your father is deceased, retired or has recently changed his occupation substantially, please state his previous occupation.)

18. List the ages of your brothers and sisters (use S for sister and B for brother).

19. How much education have your parents had? (Place an F in the appropriate space to indicate your father's education and M to do likewise for your mother.)

___ Did not go beyond grade school
___ Did not go beyond high school
___ Specialized professional or technical training, but no college
___ Some college, but no degree
___ College graduate
___ Some postgraduate training, but no advanced or professional degree
___ Advanced or professional degree

20. To which of the following socio-economic classes would you say your immediate family belongs?

___ Working
___ Lower-middle
___ Upper-middle
___ Lower-upper
___ Upper-upper

21. Listed below are a number of religious denominations. Please indicate your own religious preference with an S; indicate your father's religious preference with an F and your mother's with an M.

___ Baptist
___ Catholic
___ Congregational-Evangelical
___ Episcopalian
___ Jewish
___ Lutheran
___ Methodist
___ Presbyterian
___ Society of Friends
___ Unitarian-Universalist
___ Other (please specify)
___ None

22. Please place an S next to the political party which you prefer in general. Use an F to indicate your father's preference and an M to indicate your mother's preference.

____ Democratic
____ Republican
____ Other (please specify)
____ None

23. How strong is the party preference you just indicated? (Use S, M. and F as above)

____ Very weak
____ Moderately weak
____ Moderately strong
____ Very strong

24. If you could have voted in 1960 whom would you have selected as President? Whom did your father and mother prefer? (Use S, F, and M as above)

____ Kennedy
____ Nixon

25. If you could vote in the forthcoming presidential election, whom would you select as President? Whom would your father and mother prefer? (Use S, F, and M as above)

____ Goldwater
____ Johnson
____ Other (please specify)
____ Would not vote for president

26. Please answer the following questions with no help from references or persons:

A. Who are the senatorial candidates in your state? (Write none if there is no senatorial contest and ? if you don't know.)

27. B. Who are the gubernatorial candidates in your state (Answer as above)

C. Who are the congressional candidates from your district?

D. Who is the chancellor of the West German Federal Republic?

E. Who is the United States Ambassador to South Vietnam? Who was the Ambassador before him?

F. Who is the governor of Alabama?

G. Who is the director of C.O.R.E.?

H. Who is the executive director of the N.A.A.C.P.?

II

Instructions

Students vary in what they wish to get out of their stay in college. They vary in the experiences they would like to have, the qualities they would like to develop and the goals they would like to attain. Listed below are a number of statements describing goals, qualities, and experiences which might be attained as a result of being in college. This section of the questionnaire is designed to assess the importance you place on each of these ends. The type of information desired might be better understood by thinking in terms of the following phrase: " An extremely important goal I want to attain (experience I wish to have, or quality I wish to develop) as part of my four years at college is..."

Please rate the importance of each of the following goals listed below, using one of the six scale steps:

1. Unimportant
2. Slightly important
3. Somewhat more than slightly important
4. Fairly important
5. Very important
6. Extremely important

Think of the six steps as being evenly spaced on the importance dimension. You may distribute your ratings over the six steps in any fashion you feel is necessary to provide an accurate reflection of your views, but please use only one number per item. Place your ratings in the space to the left of each item.

____ 1. Forming a close friendship with a faculty member you admire.

____ 2. Developing a well thought out philosophy of life.

____ 3. Becoming a well rounded, mature person.

____ 4. Becoming intensely interested in some intellectual pursuit.

____ 5. Engaging in many stimulating and enlightening intellectual discussions.

Part II cont'd

____ 6. Having a good time participating in collegiate social life.

____ 7. Becoming a thoughtful intellectual.

____ 8. Meeting your future wife.

____ 9. Being a varsity athlete.

____ 10. Being friendly with a large number of people.

____ 11. Meeting one or two fellow students with whom you make close, life-long friendships.

____ 12. Developing a deep appreciation of literature, art, music and the world of culture in general.

____ 13. Deciding upon an occupation.

____ 14. Developing a mature understanding of people and the factors which influence their feelings, thoughts, and actions.

____ 15. Engaging in scholarly or scientific research which makes a genuine contribution to knowledge.

____ 16. Developing a close, apprentice-like relationship with a faculty member who is highly respected in his professional field.

____ 17. Becoming a leader in student activities.

____ 18. Obtaining as much knowledge as you can about fields which interest you.

____ 19. Doing well enough in your course work to gain the admiration and respect of your fellow students and the faculty.

____ 20. Learning more about yourself.

____ 21. Becoming well prepared for your future occupation.

____ 22. Developing more skill and confidence in your relationships with women.

____ 23. Developing emotional independence from your parents.

____ 24. Meeting types of people you have never met before.

____ 25. Becoming independent of your family.

____ 26. Discovering your intellectual capabilities.

____ 27. Raising your social status.

____ 28. Learning skills and modes of behavior which will guarantee your future economic well being.

____ 29. Developing more self discipline.

Part II cont'd

Please list and rate any additional goals, experiences or qualities you hope to attain as a result of being at college.

____ 30.

____ 31.

____ 32.

____ 33.

Now return to the preceding list and select the five items which you feel are most important. List their numbers (not the ratings you gave them) in order of their importance to you. Please do not list more than one statement in each rank.

	Statement No.	Certainty rating (see below)
Most important	____	____
Second most important	____	____
Third most important	____	____
Fourth most important	____	____
Fifth most important	____	____

Please rate how certain you are of getting what you want out of college with respect to each of the five items you just listed. Use the following rating scale and write in the numbers in the right hand column above:

1. Very uncertain
2. Moderately uncertain
3. Slightly uncertain
4. Slightly certain
5..Moderately certain
6. Very certain

III

Most college freshmen look forward to their college careers with a mixture of pleasant anticipation of the many rewards of college life and vague apprehension about their abilities to live up to the varied demands to be made upon them. Freshmen differ from one another with respect to the aspects of college life for which they feel most and least prepared. This part of the questionnaire is aimed at discovering how you feel about your ability to meet the demands made by the several facets of college life. Please rate your ability with respect to each of the aspects listed below on the following rating scale:

1. Not at all able
2. Slightly able
3. Somewhat more than slightly able
4. Fairly able
5. Very able
6. Extremely able

Think of the six steps as being evenly spaced on the ability dimension. You may distribute your ratings over the six steps in any fashion you feel is necessary to provide an accurate reflection of your views. Please use only one number per item.

____ 1. Getting along well with roommates.

____ 2. Working long hours on class assignments.

____ 3. Participating in the jovial, " college prankster" aspect of campus life.

____ 4. Writing original papers.

____ 5. Engaging in sharp intellectual discussions and debates.

____ 6. Dating and social activities with women.

____ 7. Working in an organized and efficient manner under the pressure of heavy assignments and deadlines.

____ 8. Adjusting to the change between living at home and living in a college dormitory.

____ 9. Being able to take time off and relax a bit when academic pressures are high.

____ 10. Maintaining self-discipline with respect to social behavior in the absence of supervision by adult authorities.

____ 11. Being able to take a large measure of responsibility for the direction of your academic work (e.g., determining what and how much you should read in connection with a course which gives few explicit assignments)

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____ 12. Maintaining your self-confidence in the face of failure to do as well academically as you wished.

____ 13. Getting along with people whose social backgrounds differ considerably from your own.

____ 14. Learning to adjust emotionally to not being as outstanding a student in college as you were in high school or prep school because of the higher ability level of college students.

____ 15. Being sufficiently flexible to incorporate new values and traits into your personality as a result of new experiences you have at college.

____ 16. Maintaining your personal independence in the face of pressures and temptations to conform to the expectations of dominant, popular members of the informal student groups to which you belong.

____ 17. Being able to achieve a satisfying balance between the academic demands made by your course work and the social demands made by your fellow students.

____ 18. Participating in intra-mural athletics.

____ 19. Participating in varsity athletics.

____ 20. Doing the work in courses which you find unpleasant or boring.

* * *

21. Describe the aspect of college life you are best prepared to meet and what reasons you have for your answer.

22. Describe the aspect of college life you are least prepared to meet and what reasons you have for your answer.

IV

The next section of the questionnaire asks you to examine brief sketches of types of students found on college campuses. In order to avoid the misunderstanding and resentment that sometimes occurs when people are asked to think in terms of psychological types, an explanation of the way in which types are conceived of in the present research will be given.

> A psychological type is a set of personal qualities existing in specified amounts. The qualities making up a type are often, but not always, interrelated. We may assign individuals to types when we observe in them the specified qualities and amounts and relationships. But it should be noted that the student is not the type and that it is not quite correct to say that the student belongs to the type either. Rather, we can think of the type as a set of qualities that is manifested in the behaviors, thoughts and feelings of the student. The type is characteristic of the student, but it does not totally embrace him, nor will any two students express a given type in the same way. Furthermore, the same student may express more than one type. Therefore, when we classify a student into a type, we do not assume that we have described all or even the most significant part of his personality.

With this definition of type in mind, please read the descriptions set forth below and then respond to the questions which follow them.

A. He gets great satisfaction from absorbing, organizing and creating ideas in a variety of areas. He is easily drawn into intellectual discussions about topics which engage his interests. He is quite critical of courses and teachers which he feels do not add to his knowledge, stimulate his thinking or allow him to express the ideas he has. His grades are likely to be variable, doing well in courses in which he is interested and not so well in others. He has no more than the average interest in getting good grades and gets very concerned with grades only when he thinks he has received a low grade because he did not get across an idea he had or because the teacher did not understand what he had to say. He prefers friends (male and female) who share his involvement with ideas and enjoys being with such friends frequently. He is not very active athletically, although he may enjoy hiking, bicycle riding and other non-team sports.

B. He is a hard worker who is primarily oriented toward doing well in his courses and is generally willing to subordinate most other goals to this end. Although he sometimes does get intrinsic satisfaction from the contents of his studies, this disappears if his hard work does not result in high grades. He focuses more on the specific requirements of the courses he takes than on the subject matter in general, and would prefer to go through an assigned reading twice than to read an unassigned but highly relevant article. His assignments and papers are usually completed with time to spare. He doesn't participate as much in the campus social life as others because of his long hours of study. He rarely engages in athletics outside of physical education classes. He generally does somewhat better than average to very well in his courses.

C. His major satisfactions come from his friendships with other students. He is an extrovert whose room is a gathering place for others who enjoy his pleasant company. He can usually be enticed to leave his studies by any opportunity for friendly interaction, e.g., a trip to the snack bar, a ping-pong game, etc. He enjoys going to college sporting events with groups of his friends and prefers double and triple dates. Although he is not usually an outstanding athlete, he participates in and enjoys intramural sports. A good deal of his course work is seen as something that has to be done, but that isn't very interesting or useful. He does not aspire towards high grades, but he tries to avoid getting below average grades. Usually he tends to postpone his work until shortly before exams and paper deadlines. His grades are average or below average.

D. His most prominent characteristic is resentment against what he considers to be infringements upon his personal freedom by older authorities. He considers himself a staunch individualist. Faculty and administration members consider him to be somewhat negativistic. He generally sees the administration and faculty as setting forth and enforcing unnecessarily restrictive rules in an unfeeling way. He is critical of many campus organizations because he sees them as requiring him to yield some of his independence. He casts relations between students, on the one hand, and faculty and administration on the other into a "we-against-they" mold and is very critical of students he thinks have gone over to the opposing side. His participation in college activities is low, although he may be very active in spontaneous horseplay such as snowball fights, food riots, etc. He has an average interest in sports and enjoys taking part in intramural athletics. He does average or below average work and is in general apathetic to most of his courses.

E. This student gets satisfaction from the physical energy, excitement and competition of athletics. He is a member of at least one varsity team and participates in intramural athletics as well. He feels uncomfortable and tense unless he can engage in some kind of athletics or strenuous physical activity a few times a week, even if it is only throwing a football around. His friends share his athletic interests, although they are not necessarily team members. He considers unathletic students as unmasculine and unattractive as friends and companions. He does not get into many discussions other than ones concerning sports or women. He enjoys rough and tumble physical horseplay. His grades are average or below average and he has little interest in his course work or in intellectual matters.

F. For this type of student, college is primarily a way of preparing himself for entry into a professional or graduate school. He tends to take as many courses in his major and closely-related fields as he can, although he may have interests in other course areas as well. He spends a good deal of time around his major department and sometimes works as an assistant to one of the faculty members. He tends to spend more time with faculty members in his areas than do other students. He takes his course work very seriously when it is related to his professional interest and often does extra work on his own in these courses. He enjoys thinking of himself in his future occupational role. He generally gets fairly high grades in his major field and average or better-than-average grades in other areas. Although he works quite hard he is distinguished from just a plain hardworking student by the greater interest his work holds for him and by his focus on grades as means to a professional end rather than as symbols of approval by adult authorities.

G. This type is often distinguished by unusual dress and sometimes by a more than usually unkempt appearance. He generally prides himself on being more worldly, sophisticated and perhaps more " beat" than his fellow students, whom he may regard as childish. He tends to restrict his acquaintances to students like himself and among them is fairly outgoing. He enjoys being with female members of his type. Music, folk and classical, is a frequent interest of the type and he probably can play a guitar, banjo or similar instrument. His dates are more likely to involve parties than attendance at official college events. He travels to nearby cities for entertainment more often than many of his classmates and he tends to think of himself as a city person. It is not unusual for him to show more than average interest in art or politics. His grades may vary from poor to excellent. He is likely to be spontaneous and original in his course work but may suffer because he attacks his assignments in a poorly organized way. Sometimes he is given to dramatic bursts of course work and can get deeply involved in some of the topics covered in his classes.

H. This student's outstanding characteristic is the high quality and creativity of his thinking. He has an intellectual Midas' touch so that almost every topic he turns his mind to is mastered with distinction. Although he usually has an area of major interest and plans to go to graduate school in that area, he gets involved in many other areas. He spends a good deal of time working but often on material that goes beyond his assignments. He generally enjoys his school work and looks upon much of it in an almost playful manner. He has few if any doubts about his abilities, yet is not boastful or derogatory toward other students. He is often aloof from other students but can form close friendships with others like himself or with those who value intellectual activities. He is also likely to be on close terms with a faculty member who shares his interests.

I. He devotes more time than most other students to political events on the national and international scene. He is likely to read newspapers and magazines regularly in order to keep up with the news. He often participates in political activities both on and off campus, e.g., attending talks by political figures, campaigning during elections, and participating in demonstrations. His conversation frequently focuses on political events and at times his interest in his courses wanes because of his political involvement. His friends generally share his political views and he may have a close relationship with a like-minded faculty member, He is an average or better than average student.

J. This student's major interest is women. He dates frequently and is skilled at making contacts with attractive females. Although he doesn't discuss his exploits as a matter of course, it is generally assumed that he engages in intimate sexual behavior with women more frequently than most other students. He is friendly, but does not have a large coterie of friends. He prefers single dates or small gatherings to large parties. He enjoys participating in intramural athletics on an occasional basis. His grades may vary from poor to fairly good.

K. This type of student has probably already begun some business activity before entering college. While on campus he is likely to have some kind of business enterprize, e.g., running a laundry or snack concession. It is not unusual for him to have outside business interests, such as being a salesman for a local concern or making small investments in the stock market. He tends to be gregarious and interested in athletics, but does not let these detract from his business activities. He does not take his course work very seriously because he sees it as having little relation to his future. His grades therefore range from average to below average.

L. This type of student devotes a good deal of time to and derives much pleasure from the exercise of some artistic talent, e.g., music, writing, drama or one of the graphic arts. He is often involved in student organizations concerned with artistic productions, e.g., the orchestra or drama club. His involvement with these time-consuming activities often leaves him with little time for participation in other campus activities. It also may interfere with his course work. Generally he is an average student.

M. He seeks prominence in campus affairs via activity in student government, the newspaper or some other means. He is generally a well organized, mature, responsible and ambitious person with many ideas about things to do on campus. He is on good terms with many students, but his campus activities keep him from spending large amounts of time socializing. He is better known to the members of the administration than most students. He enjoys athletics both as a spectator and a participant. His grades tend to be average or better than average.

N. This type views college largely as a place to develop or perfect a gracious, gentlemanly style of life. His room is likely to be somewhat more tastefully, but not necessarily more expensively, furnished than others. He values his leisure highly and enjoys spending it with a good book, piece of music, drink or friend. He tends to be more aware of standards of taste in art and dress than most of his classmates. He tends to restrict his friends to those who share or at least appreciate his tastes. He enjoys hosting parties for his friends and is likely to take the same kind of interest in women as he does in the other aspects of his life.

He is not interested in high grades but does well enough to avoid being in trouble. He resists having his life disrupted by demands from faculty, administration or students. His interest in his course work is likely to be sporadic, but when something does involve him he is capable of getting a good deal from it. His athletic preferences are likely to run toward individual rather than team sports.

O. This student is more mature than most of his classmates. He is a warm person who is not easily ruffled and who is ready to lend a sympathetic ear and give advice to other students when they wish to discuss something that troubles them. The student who is upset over failing an exam or over trouble with a girl finds that a talk with this type of student helps him regain his balance. This type is usually socially active,is likely to have a steady girl or a fiancee. He enjoys participation in intramural athletics, and his grades are generally average or better than average.

P. This type is noted for his ability to balance and satisfy the academic and social demands made by college life. He is quite well organized so that he usually gets his course work done with enough time to spare for social and extracurricular activities. There are, of course, times when he lets his course work or his social activities slide in order to pay more attention to the other, but these times are infrequent. He is generally well liked by the students who know him, but he would not be considered a campus social leader. He forms very close relationships with his roommates, who know that they can count on him for help when needed. His course workis above average;by his senior year he often becomes quite involved with work in his major field. He enjoys participating in intramural sports and is a loyal supporter of college teams as well as of other college efforts, e.g., orchestra, drama club, etc.

* * *

Now that you have read the descriptions, select the three which you think you would be most likely to manifest in your behavior and feelings. List them below in order of their applicability to you, with the most applicable first. Then select the three which you would be least likely to exemplify and list them in order with the least applicable first.

	Applicable Types	Inapplicable Types
Most	______	______
Second	______	______
Third	______	______

The next questions ask you to estimate the types several persons would select as appropriate and inappropriate for their conception of the ideal student.

Which three types do you think your father and mother would prefer you to exemplify? Which types would they prefer you did not exemplify? Please list the types in order as you did in the previous question and answer separately for each parent.

	Prefer you to exemplify		Prefer you not to exemplify	
	Father	Mother	Father	Mother
First				
Second				
Third				

Now please estimate which types you think the majority of Haverford students would prefer to manifest in their behaviors and which types they would prefer not to show. Also, estimate which types you think the majority of the Haverford faculty would like to have their students manifest and which types they would not like to have their students show.

	Positive Preference for		Negative preference for	
	Student	Faculty	Student	Faculty
First				
Second				
Third				

If there is a type which you or one of the other persons asked about would prefer, but which was not listed, please describe it briefly. Indicate who would prefer it and where it would stand in relation to his or her other preferences.

V

Please rate how important you think it is for a college teacher to have each of the behaviors or characteristics listed below. Use the following scale:

1. Unimportant
2. Slightly important
3. Somewhat more than slightly important
4. Fairly important
5. Very important
6. Extremely important

____ 1. Establishes personal friendships with students.

____ 2. Is a leading scholar or researcher in his field.

____ 3. Forces students to become aware of their inconsistent values.

____ 4. Displays a benevolent, paternal attitude towards his students.

____ 5. Is very critical of the shortcomings of our social system.

____ 6. Maintains a friendly, but formal attitude toward students outside of class.

____ 7. Gives emotional support to students when they are having personal troubles.

____ 8. Is politically active in the community outside the college.

____ 9. Is very informal with students outside of class.

____ 10. Sets demanding standards for the amount and quality of work he expects from his students.

____ 11. Is helpful to students who come to him with academic problems.

____ 12. Enjoys participating in student social events.

____ 13. Is quite informal with the students during classes.

____ 14. Gives highly organized, information-packed lectures.

____ 15. Expects all students to participate in discussions.

____ 16. Enthusiastically supports student athletic events.

____ 17. Works intensively with talented majors in his department so that they are able to do graduate level work as seniors.

____ 18. Leaves the student on his own with respect to much of the course work.

____ 19. Openly admits his lack of knowledge when students raise questions which stump him.

____ 20. Is concerned that students live up to non-academic as well as academic standards of the college.

____ 21. Gives the students a clear idea of what is expected of them in his courses.

____ 22. Invites students to his home several times during the school year.

____ 23. Allows students to direct their own class discussions.

____ 24. Permits students to criticize his courses and teaching style.

____ 25. Stimulates interesting discussions in his courses.

____ 26. Keeps his office door open to students at all times.

Please look through the items you have just completed and select the five which you think are the most important. List their numbers below in order of importance.

Most important ____

Second most important ____

Third most important ____

Fourth most important ____

Fifth most important ____

If there are any other characteristics which you consider it important for teachers to have, please list them below. Assign ratings to them and, if relevant, indicate where they would fall in the five most important items.

VI

In the following portion of the questionnaire, you will be asked to indicate your agreement or disagreement with a number of general statements about individuals and groups, and their interrelationships. Some of the statements might appear ambiguous because of their generality and because they do not appear in the context of a paragraph. In order to make the meanings clearer, the definitions assigned to some of the terms used in the statements are given below. Please read the definitions carefully because they may be slightly different than the ones you would spontaneously give. In all cases please respond to the words in terms of the definitions given here.

Group -- An association or organization such as the P.T.A., a local civic or political club, a student government organization; a committee functioning within such organizations.

Community -- The town, city or neighborhood in which a person resides. Although a community does not always have exact boundaries, it is generally thought of as a relatively coherent unit by those who live in and near it.

Inconvenient -- Annoying, awkward, causing mild to moderate displeasure or discomfort, usually of a temporary nature.

Preference -- The state of desiring some alternative more than others. As used in the questionnaire, the term connotes a small to medium difference between the desired and rejected alternatives.

Moral -- Just, good, ethical. Although the synonyms listed here vary somewhat in strength, all refer to judgments of right and wrong with respect to some important principles concerning how people ought to act. These general principles command a moderately high degree of agreement by the members of our society, although there is disagreement on the source of the principles and on the range of situations to which they apply. There are moral principles for most areas of human conduct, particularly ones involving interactions among people. When you are asked to judge whether something is moral, right, etc., in the following questionnaire, you should respond in terms of what you personally believe the relevant moral principles are, even if you think that some other people would disagree.

Some of the following statements contain combinations of assertions which might evoke different reactions from you if they were responded to separately. Such combinations are often necessary in order to present complex ideas. In such cases your response to the total statement should be based on some combination of your reactions to each part, with the part which is more important to you being given greater weight. It is important that you assign only a single rating to the combined statement.

Please use the following rating scale to indicate your reactions to the statements:

1. Strongly agree
2. Moderately agree
3. Slightly agree
4. Slightly disagree
5. Moderately disagree
6. Strongly disagree

Please do not be disappointed or annoyed if the statements do not allow you to give a precise picture of your own ideas. During the coming year you will have an opportunity to discuss your views about the material covered in this section of the questionnaire.

____ 1. In life an individual should for the most part "go it alone," assuring himself of privacy, having much time to himself, attempting to resist being influenced by others.

____ 2. The typical law abiding person who avoids situations in which transgressions occur, rather than acting in such situations to protect those who are being injured, does not deserve the respect of his fellow citizens.

____ 3. The members of a group ought to be willing to inconvenience themselves in order to help the group accomplish its goals.

____ 4. Spontaneous, vigorous action is more important than taking precautions to minimize the inconvenience one's acts cause to others.

____ 5. It is often better for a group to agree upon specific rules to regulate behaviors of importance to the group than to leave the regulation to the individual judgments of the group members.

____ 6. A person who witnesses an unlawful or immoral act, such as physical assault or sadistic taunting and teasing, and who does not try to do what he can to stop its occurrence shares some part of the guilt with the transgressor.

____ 7. Concern for the welfare of others should go beyond seeing that they have their essential physical needs met.

____ 8. It is extremely satisfying to know that one is an indispensable and appreciated member of a purposeful and effective group (team or institution).

____ 9. One of the worst feelings a person can have occurs when he has fallen short of what his group expected of him.

____ 10. It is not wrong for a person to limit the range of people toward whom he acts in a considerate manner.

____ 11. It is wrong for a person to show indifference toward the well being of members of his immediate circle of friends.

____ 12. People cannot rely solely upon ministers, policemen and judges to insure moral behavior among the citizens of a community; they must each act to dissuade others from anti-social acts.

____ 13. There is nothing wrong in the members of a group trying to persuade indifferent or mildly dissenting members to go along with the group.

____ 14. A member of a group which engages in immoral acts shares the guilt of the group unless he does all he can to prevent its immoral behavior.

____ 15. A man's self-fulfillment through his work and his life with family and friends should almost always transcend his obligation to participate in the civic activities of his community, e.g., being active in a local civic, political, cultural or charitable organization.

____ 16. The feeling of having caused someone harm or discomfort is one of the most painful a human can have.

____ 17. Some of life's greatest satisfactions are found in working cooperatively with others.

____ 18. Whether an individual acts to protect the welfare of persons beyond his circle of friends and relatives is a matter of personal preference, not moral obligation.

____ 19. A man who is unable to take care of the needs of himself and his family does not deserve the respect of others.

____ 20. It is worth embarrassing another person in order to make a good joke or carry out a clever prank.

____ 21. Men are first and foremost individual beings; the identifications they may have with groups never really alters their essential separateness from one another.

____ 22. Everyone has an obligation to critize other members of his community when they act in an immoral, anti-social manner.

____ 23. It is only natural that the desires of the individual and the desires of the groups to which he belongs will come into conflict frequently.

____ 24. It is wrong for a person to choose to pay little or no attention to the welfare of persons with whom he has no personal connection.

____ 25. No limitations should be placed on the freedom of people to do as they please unless their acts unquestionably cause serious damage to others.

____ 26. It is better for a person to ignore the larger social concerns of the community in which he lives than to force himself to take part in these concerns merely from a sense of moral obligation.

1. Strongly agree
2. Moderately agree
3. Slightly agree
4. Slightly disagree
5. Moderately disagree
6. Strongly disagree

____ 27. Democracy requires both the free participation by group members in deciding upon the goals and regulations of the group and the willingness of the members to abide by these decisions.

____ 28. Not only does everyone have an inalienable right to life, liberty and the pursuit of happiness, he also has an equally inalienable moral obligation to protect others from having these rights taken from them.

____ 29. Man's natural state is as a member of a group; the individual who holds himself aloof from active participation in a community is acting against his natural inclinations.

____ 30. People should leave the prevention of immoral acts up to those whose jobs are specifically concerned with such prevention.

____ 31. People should be as concerned with the rights and conditions of others as they are of themselves or their immediate families.

____ 32. Minor conflicts between one's own comfort and convenience and that of a neighbor should be resolved in favor of the neighbor more often than not.

____ 33. It is often more gratifying to work for the accomplishment of a goal held by a group to which one belongs than to work for the attainment of a purely personal goal.

____ 34. Although altruism and feelings of responsibility for the welfare of others are generally thought to be admirable qualities, a person should not be required to have them in order to be respected by himself or others.

____ 35. A community in which people were very concerned with each other's morality as well as their own would be an intolerable one in which to live.

____ 36. An individual most deserves the feeling of satisfaction with himself after he has done something to help someone else.

____ 37. Individuals should feel responsible for fostering the improvement of morals as well as the physical well being of others.

____ 38. A person should be willing to openly criticize individuals who break the rules agreed upon by the group.

____ 39. An individual who has not caused another's misfortune has no moral obligation to help the other person.

____ 40. It is important for an individual to be closely identified with at least one group.

____ 41. No one can be genuinely concerned with the welfare of people whom he doesn't know and has never seen.

____ 42. A young person's most important responsibility is developing his own skills and capacities.

____ 43. When groups have to exert pressure on some members in order to accomplish group goals and uphold norms, the goal or norm loses its value.

____ 44. People cannot be considered moral if they are indifferent to the welfare of the members of the community in which they live and work.

____ 45. Individual consciences need the support of laws and social codes in order to function most effectively in producing moral behavior.

____ 46. Man's natural state is as an independent, unattached individual; he acts in conflict with his essential qualities when he acts jointly with others as a member of a highly unified group.

____ 47. Things work best when people concern themselves with their own welfare and let others take care of themselves.

____ 48. There is nothing wrong about a person thinking of other people primarily in terms of how they can help him reach his goals.

____ 49. Group members ought to join in group activities even if they are initially indifferent or mildly opposed to these activities.

____ 50. A community in which everyone could be sure that his well being would be protected and fostered by his fellow citizens would soon lose its vitality and cease to develop.

____ 51. Virtue and honor do not belong to those who merely dissociate themselves from the immoral acts of their fellow men; rather, it belongs only to those who energetically work to prevent such acts.

____ 52. Conformity to group norms and goals should be achieved by relying upon the consciences of the individual members.

____ 53. People should be willing to diminish their own comfort and convenience in order to avoid interfering with the rights and welfare of their neighbors.

1.	Strongly agree	4.	Slightly disagree
2.	Moderately agree	5.	Moderately disagree
3.	Slightly agree	6.	Strongly disagree

_____ 54. When one individual behaves unjustly toward another, it is wrong for a third person to intervene to correct the injustice unless he has been asked to do so.

_____ 55. It is better to ignore a person in need when one feels no personal compassion for him than to act compassionately out of a sense of obligation or guilt.

_____ 56. It is just as important to work toward group goals and adhere to the established rules of the group as it is to gratify one's individual desires.

_____ 57. A man should not be respected for his achievements if they were obtained by interfering with the welfare and development of others.

_____ 58. Only a person who remains aloof from social organizations and group allegiances can fully develop his potential as an individual.

_____ 59. The consequences flowing from the limitation of a person's freedom to use his resources and skills as he wishes are often far worse than the discomfort such freedom might cause to others.

_____ 60. The mere fact that one group or nation is prosperous and another is not places no moral obligation on the "have" group to improve the lot of the "have not" group.

_____ 61. Individuals do not really fulfill their human potentials unless they involve themselves deeply in some group.

_____ 62. Regardless of how democratically a group sets up its rules, it ceases to be a democratic group once it begins to pressure its members to conform to these rules.

_____ 63. Groups and communities which refuse to regulate the behaviors of their members encourage the exploitation of the weak by the powerful.

_____ 64. There is no necessary opposition between an individual's fulfillment of his own needs and his fulfillment of the needs of the groups to which he belongs.

_____ 65. Individuals should be ready to inhibit their own pleasures if these inconvenience others.

_____ 66. People who identify strongly with some group usually do so at the expense of their development and individual self fulfillment.

____ 67. Regardless of the content of the act, it is better to do something that springs from a genuine personal interest than from a feeling of social obligation.

____ 68. Doing something for a friend is more satisfying than doing something for yourself.

____ 69. When he needs of a group and the preferences of some of its members come into conflict, the latter ought to be given far greater weight in determining the outcome.

____ 70. When democratically organized groups begin to influence and regulate the behaviors of their members, they either disintegrate or become transformed into undemocratic, autocratic groups.

____ 71. An individual's responsibility for the welfare of others extends no further than the boundaries of his immediate circle of friends and relatives.

____ 72. The absence of rules regulating the social conduct of the members of a community has the effect of implicitly condoning anti-social behavior.

____ 73. It is wrong if an individual refuses to participate actively in at least some of the group activities of the community in which he lives.

____ 74. Except for one's immediate family and closest friends, people have a perfect right to pursue their own goals without regard to the convenience or comfort of others.

____ 75. The development of individual consciences is hindered by the development of formal group regulations and codes.

____ 76. Encouraging others to behave in accord with generally accepted moral standards is as important as one's own living up to these standards.

____ 77. A person should be willing to cooperate with democratically selected group leaders, even though they are not the ones he personally preferred.

____ 78. One should avoid trying to make people more moral and considerate than they generally are.

____ 79. Group members should not be criticized when they refuse to do something in which they have no interest even when the action in question is necessary for their group to reach its goal.

____ 80. One's major obligation to other men is to let them alone so that they may sink or swim by their own efforts.

1. Strongly agree	4. Slightly disagree
2. Moderately agree	5. Moderately disagree
3. Slightly agree	6. Strongly disagree

____ 81. As soon as a person begins to consider what effects his actions will have on bystanders, neighbors, or fellow workers, he begins to compromise his value as an individual.

____ 82. Individuals and groups exist in a symbiotic relationship; neither can flourish without satisfying the needs of the other.

____ 83. Although others may equal it in importance, there is no value more important than compassion for others.

____ 84. Regardless of whether groups are democratically or autocratically organized, they tend to encroach upon the individual freedoms of their members.

____ 85. We intrude unjustifiably into the privacy of other persons when we try to get them to abide more closely to a moral code which they accept as a vague ideal, but which they do not follow in their behavior.

____ 86. If one individual is treated unjustly by another, but does not do anything to remedy the injustice, it is improper for an outsider to interfere and take the part of the injured person.

____ 87. In the long run, people are best off if left to regulate their own behavior rather than setting up group norms and sanctions.

____ 88. A person is right in feeling annoyed or angry when other members of his group ignore justifiable group demands.

____ 89. A citizen has the responsibility to answer questions put to him by proper authorities about illegal acts he may have witnessed, such as reckless driving which endangers the lives of pedestrians or physical assault, but he has no obligation to volunteer such information if he is not asked.

____ 90. People who try but are unable to provide for their own welfare have a right to expect help from others.

____ 91. The ideal society would be one in which each individual was true to his own conscience and immune to the effects of group influence.

____ 92. Acting to protect the rights and interests of other members of one's community is a major obligation for all persons.

____ 93. Every person should be his brother's keeper in the physical and moral sense.

____ 94. The essence of democracy is protection of the individual against any group pressures designed to make him conform.

____ 95. The only people guilty of immoral acts are those who commit them or directly cause them to be committed; others who might have prevented the acts, but did not, should bear no blame.

____ 96. People should give up activities which bring them pleasure if these activities cause serious discomfort to others.

____ 97. Conformity to the policies of your group when you are not whole-heartedly in agreement with them is wrong, even when the policies are the result of a democratic process in which you were free to participate.

____ 98. An individual truly finds himself when he merges with a social group and joins with others in resolute and determined activity for the realization of social goals.

____ 99. The presence of rules and regulations governing aspects of community life tends to lead individuals to rely upon external authorities rather than on their own consciences in determining what is right and what is wrong.

____100. All men have an obligation to promote not only the welfare of their immediate circle of relatives but also to work for the well being of all the members of the community in which they live.

____101. It is wrong for a man to point out other people's moral shortcomings.

____102. It is sympathetic love among persons which alone gives significance to life.

____103. It is the duty of every good citizen to criticize prejudiced, anti-minority remarks made in his presence.

____104. People damage themselves as individuals when they inhibit or in some other way modify their behaviors as a result of the rules of the groups to which they belong.

____105. A democratically organized group has the right to determine what should be considered proper behavior in areas relevant to the group.

1. Strongly agree
2. Moderately agree
3. Slightly agree
4. Slightly disagree
5. Moderately disagree
6. Strongly disagree

_____ 106. Individuals should feel no obligation to participate in the group activities of the communities in which they happen to live or work.

_____ 107. Each man can do no more to achieve a just society than to see to it that his own behavior is moral.

_____ 108. It is proper for a group to decide to mete out some kind of punishment to group members who act without regard to the goals and rules of the group.

_____ 109. Man is a social animal; he cannot flourish and grow without identifying himself with some group.

_____ 110. Emphasizing the obligations people have to help one another hinders their abilities to take care of themselves.

_____ 111. A person should not feel bound to follow the decisions of the groups to which he belongs if these decisions are not in accord with his private preferences.

VII

This section of the questionnaire covers a broader area than the one you just completed, but its items are similar in form. Please read each of the following statements and rate your agreement with their truth or accuracy, using the same six-point scale as above.

_____ 1. Science has its place, but there are many important things that can never possibly be understood by the human mind.

_____ 2. If it weren't for the rebellious ideas of youth, there would be less progress in the world.

_____ 3. It is right for a person to feel that his country or religion is better than any other.

_____ 4. In a smallgroup there should be no real leaders; everybody should have an equal say.

_____ 5. Nowadays more and more people are prying into matters that should remain personal and private.

_____ 6. Books and movies ought to give a more realistic picture of life even if they show that evil sometimes triumphs over good.

_____ 7. Sex crimes such as rape and attacks on children deserve more than mere imprisonment; such criminals ought to be publicly whipped or worse.

_____ 8. Inherited racial characteristics have more real importance in shaping the individual and nation than most people are ready to admit.

_____ 9. One of the most important things children should learn is when to disobey authorities.

_____10. Our country would be better off if we paid more attention to intelligence and humanitarianism and less to toughness and aggressiveness in selecting political leaders.

_____11. The findings of science may someday show that many of our most cherished beliefs are wrong.

_____12. Any real man would fight to defend his property.

_____13. Every person should have complete faith in some supernatural power whose decisions he obeys without question.

_____14. When a person has a problem or worry, it is best to face it and try to think it through, even if it is so upsetting that it keeps him from concentrating on other things.

_____15. Obedience and respect for authority are the most important virtues children should learn.

_____16. The worst danger to our American heritage during the past fifty years has come from foreign ideas and agitators.

_____17. People ought to pay more attention to new ideas, even if they seem to go against the American way of life.

_____18. Insults to our honor are not always important enough to bother about.

_____19. The artist and professor are probably more important for society than the businessman or manufacturer.

_____20. It is essential for effective work that our teachers or our bosses outline in detail what is to be done and exactly how to do it.

_____21. Governments ought to be more willing than they are to apply social science findings to the solution of social problems.

_____22. No sane, normal, decent person could ever think of hurting a close friend or relative.

1. Strongly agree
2. Moderately agree
3. Slightly agree
4. Slightly disagree
5. Moderately disagree
6. Strongly disagree

____ 23. An urge to jump from high places is probably the result of unhappy personal experiences rather than something inborn.

____ 24. Books and movies ought not to deal so much the unpleasant and seamy side of life; they ought to concentrate on themes that are entertaining or uplifting.

____ 25. No weakness or difficulty can hold us back if we have enough will power.

____ 26. Wars and intergroup conflict are not necessary expressions of human nature; they could be eliminated or drastically reduced.

____ 27. When a person has a problem or worry, it is best for him not to think about it, but to keep busy with more cheerful things.

____ 28. The most effective way of reducing crime and juvenile delinquency is to improve the environment of underprivileged groups in our society.

VIII

The final section of the questionnaire is aimed at learning about your views concerning the rules that ought to govern campus life and the manner in which the rules ought to be created and administered. Listed below are statements reflecting a number of opinions about this aspect of college. These rules and views are not necessarily ones you will encounter at Haverford. Please indicate your agreement or disagreement using the rating scale at the top of the page.

____ 1. Requiring students to wear a coat and tie to dinner.

____ 2. Expecting students to act in a quiet decorous manner while in the dining hall.

____ 3. Requiring the door to be open when women are in men's rooms.

____ 4. Allowing women in men's rooms on weekday evenings.

____ 5. Allowing women in men's rooms after 2:00 A.M. on weekends.

____ 6. Allowing women in men's rooms after 2:00 A.M. during the school week.

____ 7. Allowing women in men's rooms at any time.

____ 8. Prohibiting women from being in men's rooms without adult chaperones.

____ 9. Prohibiting drinking in dormitories.

____10. Permitting drinking in dormitories for men who are above the state's legal limit (21 years).

____11. Prohibiting drunken, disorderly behavior on campus.

____12. Having the student government set up the living and social regulations for students on campus, with the administration playing only an advisory role.

____13. Having the student government set up the living and social regulations for students on campus with the administration setting certain limits and requirements which the student government must follow.

____14. Having the college administration set up the living and social regulations for students on campus in consultation with members of the student government and other members of the student body.

____15. Having the college administration set up the living and social regulations for students on campus in terms of what they, the administration, think is best and with little or no consultation with students.

____16. Having no rules concerning the non-academic aspects of campus life and trusting to the decency and common sense of students to behave in a mature fashion.

____17. Having specified evening times in the dormitory when conversations, phonographs, etc., would have to be very quiet so that those who wished to could study or sleep.

____18. Having resident upper-classmen counselors in the dormitories to help students who are having difficulties with academic or non-academic aspects of college life.

____19. Having the students themselves responsible for seeing to it that they follow the rules concerning such things as cheating and maintaining gentlemanly behavior toward female guests.

____20. Having the students themselves responsible for enforcing rules concerning considerate, non-destructive behavior in the dormitories.

____21. Having resident upper-classmen counselors in the dormitories to help enforce regulations concerning concerning student behavior.

1. Strongly agree
2. Moderately agree
3. Slightly agree
4. Slightly disagree
5. Moderately disagree
6. Strongly disagree

____ 22. Leaving the enforcement of all rules up to the administration, with provision for fair appeal procedures.

____ 23. Requiring students to report themselves to the proper body for violations of the college honor system.

____ 24. Having the student council set up a student committee to try other students who have been charged with violating regulations regarding cheating and plagiarism.

____ 25. Having the student council set up a student committee to try other students who have been charged with violating regulations concerning honorable behavior toward women guests.

____ 26. Having the student council set up a student committee to try other students have been charged with violating regulations concerning considerate, non-destructive behavior in the dormitories.

____ 27. Prohibiting sexual intercourse in dormitory rooms but permitting any other kind of sexual behavior between men and women.

____ 28. Prohibiting sexual behavior between men and women which goes beyond kissing and caressing by fully clothed couples.

____ 29. Requiring students to attend classes.

____ 30. Requiring students to live on campus or at home, and not in private rooming houses or apartments.

____ 31. Holding students responsible for their off-campus behavior while college is in session, e.g., taking disciplinary action against students who start drunken brawls in a local bar.

____ 32. Requiring a sworn statement that a student is not a member of subversive organization before granting him a government-supported scholarship or loan.

The immediately preceding questions asked you to indicate your views on college government by means of rating scales. The following questions ask you to describe your views in more detail on some issues concerning the living in the campus community. They are concerned with four broad areas of non-academic life. The areas are

A. Relations with fellow students, particularly in the dormitory.

B. Behavior with respect to college property.

C. Dress and deportment in college public rooms, dining rooms and at meetings to which the public is invited.

D. Behavior with respect to women on campus.

Please answer each of the following questions for each of the areas listed below. Try to make your answers as thoughtful as you can.

Note: Your answers to some of the questions may be the same for more than one area; if that is the case, simply refer to what you have already written. Please answer the questions for each area in the appropriate space provided below. Use back of sheets if more room is required.

1. What standards, if any, ought students be expected to meet? Try to be as specific as you can

more

2. If you think there should be standards, should they be embodied in a formal set of rules or in an informal set of expectations?

3. If you think there should be standards, through what procedure, if any, should the standards be selected or created?

4. If you think there should be standards, in what ways should the students be encouraged to live up to them?

Thank you for your cooperation.

APPENDIX I C

PLEASE DO NOT BREAK THE SEAL UNLESS
YOU INTEND TO COMPLETE THE QUESTIONNAIRE

FRESHMAN STUDY PROJECT

Pre-Orientation Questionnaire - Class of '69

Identification Page

Name ______________________________ Date Completed ______________

Home Address ____

All information provided on this form is confidential. It will be used for research purposes only and will not be available to the faculty or administration to evaluate or judge you as an individual. As soon as the questionnaires are received, the identification page will be removed and a code number will be assigned. From that point, all the data will be identified by code number, not by name.

Please read all the instructions carefully and answer all questions, unless otherwise instructed. Answer the questions in their given order; if you wish, you may take a break between parts. The first part is timed, so you should have a clock or watch nearby.

When answering questions with numerical rating scales, please use only one of the numbers provided. Try to think of the numbers as equidistant from one another.

Do not discuss the questions or the answers with anyone, please

Code No. ____________

'69 - Part I

There are 20 numbered blanks on the page below. Please write 20 answers to the simple question, "who am I?" in the blanks. Just give 20 different answers to this question. Answer as if you were giving the answers to yourself, not to somebody else. Write the answers in the order that they occur to you. Don't worry about logic or importance. Go along fairly fast; take no more than 12 minutes to complete this section.

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____
10. ____
11. ____
12. ____
13. ____
14. ____
15. ____
16. ____
17. ____
18. ____
19. ____
20. ____

Code No. __________

'69 - Part II

Goals in College

Listed below are a number of statements describing goals, qualities, and experiences which might be attained as a result of being in college. This section of the questionnaire is designed to assess the importance you place on each of these ends. The type of information desired might be better understood by thinking in terms of the following phrase: "An extremely important goal I want to attain as part of my four years at college is..."

Please rate the importance of each of the following goals listed below, using one of the six scale steps:

1. Unimportant
2. Slightly important
3. Somewhat more than slightly important
4. Fairly important
5. Very important
6. Extremely important

Think of the six steps as beingevenly spaced on the importance dimension. You may distribute your ratings over the six steps in any fashion you feel is necessary to provide an accurate reflection of your views, but please use only one number per item. Place your ratings in the space to the left of each item.

_____ 1. Developing a well thought out philosophy of life.

_____ 2. Clarifying my moral and ethical values.

_____ 3. Becoming intensely interested in some intellectual pursuit.

_____ 4. Engaging in many stimulating and enlightening intellectual discussions.

_____ 5. Becoming more poised and sophisticated in my relations with others.

_____ 6. Having a good time participating in collegiate social life.

_____ 7. Becoming a thoughtful intellectual.

_____ 8. Participating in activities aimed at correcting social injustices.

_____ 9. Being a varsity athlete.

_____ 10. Being friendly with a large number of people.

_____ 11. Developing self confidence.

_____ 12. Developing a deep appreciation of literature, art, music and the world of culture in general.

_____ 13. Deciding upon an occupation.

_____ 14. Developing my understanding of people and the factors which influence their feelings, thoughts, and actions.

_____ 15. Finding a sense of purpose in life.

_____ 16. Developing a close, apprentice-like relationship with a faculty member who is highly respected in his professional field.

_____ 17. Becoming a leader in student activities.

_____ 18. Developing my physical fitness and skills.

_____ 19. Doing well enough in my course work to gain the admiration and respect of my fellow students and the faculty.

_____ 20. Learning more about myself.

_____ 21. Becoming well prepared for my future occupation.

_____ 22. Developing more skill and confidence in my relationships with women.

_____ 23. Developing emotional independence from my parents.

_____ 24. Meeting types of people I have never met before.

_____ 25. Strengthening my religious faith.

_____ 26. Discovering my intellectual capabilities.

_____ 27. Raising my social status.

_____ 28. Learning skills and modes of behavior which will guarantee my future economic well being.

_____ 29. Developing more self discipline.

Now select from the above list of statements the three items which you feel are most important. List their numbers (not the ratings you gave them) in order of their importance to you. Please do not list more than one statement in each rank.

Most important Statement No. _____

Second most important Statement No. _____

Third most important Statement No. _____

Code No. ________

'69 - Part III

College Student Types

The next section of the questionnaire asks you to examine brief sketches of types of students found on college campuses. In order to avoid the misunderstanding and resentment that sometimes occur when people are asked to think in terms of psychological types, an explanation of the way in which types are conceived of in the present research will be given.

> A psychological type is a set of personal qualities existing in specified amounts. We may assign individuals to types when we observe the relevant qualities in them. It should be noted that the student is not the type, however, and that it is not quite correct to say that the student belongs to the type either. Rather, we can think of the type as a set of qualities that is manifested in the behaviors, thoughts and feelings of the student. The type is characteristic of the student, but it does not totally embrace him. Furthermore, the same student may express more than one type. Therefore, when we classify a student into a type, we do not assume that we have described all or even the most significant part of his personality.

With this definition of type in mind, please read the descriptions set forth below. Rate each of them with respect to the extent to which the type is characteristic of you. Please use the following scale:

1. Highly characteristic
2. Moderately characteristic
3. Slightly characteristic
4. Not at all characteristic

_____ 1. He gets great satisfaction from absorbing, organizing and creating ideas in a variety of areas. He is easily drawn into intellectual discussions about topics which engage his interests. He is quite critical of courses and teachers which he feels do not add to his knowledge, stimulate his thinking or allow him to express his ideas. His grades are likely to be variable, doing well in courses in which he is interested and not so well in others. He has no more than the average interest in getting good grades and gets very concerned with grades only when he thinks he has received a low grade because he did not get across an idea he had or because the teacher did not understand what he had to say. He prefers friends (male and female) who share his involvement with ideas and enjoys being with such friends frequently. He is not very active athletically, although he may enjoy hiking, bicycle riding and other non-team sports.

______ 2. He is a hard worker who is primarily oriented toward doing well in his courses and is generally willing to subordinate most other goals to this end. Although he sometimes does get intrinsic satisfaction from the contents of his studies, this disappears if his hard work does not result in high grades. He focuses more on the specific requirements of the courses he takes than on the subject matter in general, and would prefer to go through an assigned reading twice than to read an unassigned but highly relevant article. His assignments and papers are usually completed with time to spare. He doesn't participate as much in the campus social life as others because of his long hours of study. He rarely engages in athletics outside of physical education classes. He generally does somewhat better than average to very well in his courses.

______ 3. His major satisfactions come from his friendships with other students. He is an extrovert whose room is a gathering place for others who enjoy his pleasant company. He can usually be enticed to leave his studies by any opportunity for friendly interaction, e.g., a trip to the snack bar, a ping-pong game, etc. He enjoys going to college sporting events with groups of his friends and prefers double and triple dates. Although he is not usually an outstanding athlete, he participates in and enjoys intramural sports. A good deal of his course work is seen as something that has to be done, but that isn't very interesting or useful. He does not aspire towards high grades, but he tries to avoid getting below average grades. Usually he tends to postpone his work until shortly before exams and paper deadlines. His grades are average or below average.

______ 4. His most prominent characteristic is resentment against what he considers to be infringements upon his personal freedom by older authorities. He considers himself a staunch individualist. Faculty and administration members consider him to be somewhat negativistic. He generally sees the administration and faculty as setting forth and enforcing unnecessarily restrictive rules in an unfeeling way. He is critical of many campus organizations because he sees them as requiring him to yield some of his independence. He casts relations between students, on the one hand, and faculty and administration on the other, into a "we-against-they" mold and is very critical of students he thinks have gone over to the opposing side. His participation in college activities is low, although he may be very active in spontaneous horseplay such as snowball fights, food riots, etc. He has an average interest in sports and enjoys taking part in intramural athletics. He does average or below average work and is in general apathetic to most of his courses.

______ 5. This student gets satisfaction from the physical energy, excitement and competition of athletics. He is a member of at least one varsity team and participates in intramural athletics as well. He feels uncomfortable and tense unless he can engage in some kind of athletics or strenuous physical activity a few times a week, even if it is only throwing a football around. His friends share his athletic interests, although they are not necessarily team members. He considers unathletic students as unmasculine and unattractive as friends and companions. He does not get into many discussions other than ones concerning sports or women. He enjoys rough and tumble physical horseplay. His grades are average or below average and he has little interest in his course work or in intellectual matters.

1. Highly characteristic
2. Moderately characteristic
3. Slightly characteristic
4. Not at all characteristic

_____ 6. For this type of student, college is primarily a way of preparing himself for entry into a professional or graduate school. He tends to take as many courses in his major and closely-related fields as he can, although he may have interests in other course areas as well. He spends a good deal of time around his major department and sometimes works as an assistant to one of the faculty members. He tends to spend more time with faculty members in his areas than do other students. He takes his course work very seriously when it is related to his professional interest and often does extra work on his own in these courses. He enjoys thinking of himself in his future occupational role. He generally gets fairly high grades in his major field and average or better-than-average grades in other areas. Although he works quite hard he is distinguished from just a plain hard-working student by the greater interest his work holds for him and by his focus on grades as means to a professional end rather than as symbols of approval by adult authorities.

_____ 7. This type is often distinguished by unusual dress and sometimes by a more-than-usually unkempt appearance. He generally prides himself on being more wordly, sophisticated an perhaps more "beat" than his fellow students, whom he may regard as childish. He tends to restrict his acquaintances to students like himself and when among them is fairly outgoing. He enjoys being with female members of his type. Music, folk and classical, is a frequent interest and he probably can play a guitar, banjo or similar instrument. His dates are more likely to involve parties than attendance at official college events. He travels to nearby cities for entertainment more often than many of his classmates and he tends to think of himself as a city person. It is not unusual for him to show more than average interest in art or politics. His grades may vary from or to excellent. He is likely to be spontaneous and original in his course work but may suffer because he attacks his assignments in a poorly organized way. Sometimes he is given to dramatic bursts of course work and can get deeply involved in some of the topics covered in his classes.

_____ 8. This student's outstanding characteristic is the high quality and creativity of his thinking. He has an intellectual Midas' touch so that almost every topic he turns his mind to is mastered with distinction. Although he usually has an area of major interest and plans to go to graduate school in that area, he gets involved in many other areas. He spends a good deal of time working but often on material that goes beyond his assignments. He generally enjoys his school work and looks upon much of it in an almost playful manner. He has few if any doubts about his abilities, yet is not boastful or derogatory toward other students. He is often aloof from other students but can form close friendships with others like himself or with those who value intellectual activities. He is also likely to be on close terms with a faculty member who shares his interests.

_____ 9. He devotes more time than most other students to political events on the national and international scene. He is likely to read newspapers and magazines regularly in order to keep up with the news. He often participates in political activities both on and off campus, e.g., attending talks by political figures, campaigning during elections, and participating in demonstrations. His conversation frequently focuses on political events and at times his interest in his courses wanes because of his political involvement. His friends generally share his political views and he may have a close relationship with a like-minded faculty member. He is an average or better-than-average student.

_____ 10. This student's major interest is women. He dates frequently and is skilled at making contacts with attractive females. Although he doesn't discuss his exploits as a matter of course, it is generally assumed that he engages in intimate sexual behavior with women more frequently than most other students. He is friendly, but does not have a large coterie of friends. He prefers single dates or small gatherings to large parties. He enjoys participating in intramural athletics on an occasional basis. His grades may vary from poor to fairly good.

_____ 11. This type of student devotes a good deal of time to, and derives much pleasure from the exercise of some artistic talent, e.g., music, writing, drama or one of the graphic arts. He is often involved in student organizations concerned with artistic productions, e.g., the orchestra or drama club. His involvement with these time-consuming activities often leaves him with little time for participation in other campus activities. It also may interfere with his course work. Generally he is an average student.

_____ 12. He seeks prominence in campus affairs via activity in student government, the newspaper or some other means. He is generally a well-organized, mature, responsible and ambitious person with many ideas about things to do on campus. He is on good terms with many students, but his campus activities keep him from spending large amounts of time socializing. He is better known to the members of the administration than most students are. He enjoys athletics both as a spectator and a participant. His grades tend to be average or better than average.

_____ 13. This student is more mature than most of his classmates. He is a warm person who is not easily ruffled and who is ready to lend a sympathetic ear and give advice to other students when they wish to discuss something that troubles them. The student who is upset over failing an exam or over trouble with a girl finds that a talk with this type of student helps him regain his balance. This type is usually socially active, is likely to have a steady girl or a fiancée. He enjoys participation in intramural athletics, and his grades are generally average or better than average.

____ 14. This type is noted for his ability to balance and satisfy the academic and social demands made by college life. He is quite well organized so that he usually gets his course work done with enough time to spare for social and extracurricular activities. There are, of course, times when he lets his course work or his social activities slide in order to pay more attention to the other, but these times are infrequent. He is generally well liked by the students who know him, but he would not be considered a campus social leader. He forms very close relationships with his rommates who know that they can count on him for help when needed. His course work is above average; by his senior year he often becomes quite involved with work in his major field. He enjoys participating in intramural sports and is a loyal supporter of college teams as well as of other college efforts, e.g., orchestra, drama club, etc.

Please place your answers to the following questions in the spaces to the left of the items below. Be sure you use the description numbers, not the rating number.

____ 15. Which type do you think is most characteristic of you?

____ 16. Which type is second most characteristic?

____ 17. Which type is least characteristic of you?

____ 18. Which type is next to the least characteristic?

____ 19. Which type do you think your parents would most prefer you to exemplify?

____ 20. Which would be their second preference?

____ 21. Which type would your parents least like you to exemplify?

____ 22. Which would be their second lowest preference?

____ 23. Which type do you think Haverford students in general would consider most desirable?

____ 24. Which would they choose as next most desirable?

____ 25. Which type would Haverford students consider least desirable?

____ 26. Which type would they consider next least desirable?

_____ 27. Which type do you think Haverford faculty in general would consider most desirable?

_____ 28. Which type would they choose as next most desirable?

_____ 29. Which type would Haverford faculty consider least desirable?

_____ 30. Which type would they consider next least desirable?

The next section of Part III is somewhat similar to the one you have been answering. It has been used widely in research on college students and is included here to discover its relationships to the questions used in the present research.

"On every college or university campus students hold a variety of attitudes about their own purposes and goals while at college. Such an attitude might be thought of as a personal philosophy of higher education. Below are descriptive statements of four such "personal philosophies" which there is reason to believe are quite prevalent on American college campuses. As you read the four statements, attempt to determine how close each comes to your own philosophy of higher education.

PHILOSOPHY A: This philosophy emphasizes education essentially as preparation for an occupational future. Social or purely intellectual phases of campus are relatively less important, although certainly not ignored. Concern with extracurricular activities and college traditions is relatively small. Persons holding this philosophy are usually quite committed to particular fields of study and are in college primarily to obtain training for careers in their chosen fields.

PHILOSOPHY B: This philosophy, while it does not ignore career preparation, assigns greatest importance to scholarly pursuit of knowledge and understanding wherever the pursuit may lead. This philosophy entails serious involvement in course work or independent study beyond the minimum required. Social life and organized extracurricular activities are relatively unimportant. Thus, while other aspects of college life are not to be forsaken, this philosophy attaches greatest importance to interest in ideas, pursuit of knowledge, and cultivation of the intellect.

PHILOSOPHY C: This philosophy holds that besides occupational training and/or scholarly endeavor an important part of college life exists outside the classroom, laboratory, and library. Extracurricular activities, living-group functions, athletics, social life, rewarding friendships, and loyalty to college traditions are important elements in one's college experience and necessary to the cultivation of the well-rounded person. Thus, while not excluding academic activities, this philosophy emphasizes the importance of the extracurricular side of college life.

PHILOSOPHY D: This is a philosophy held by the student who either consciously rejects commonly held value orientations in favor of his own, or who has not really decided what is to be valued and is in a sense searching for meaning in life. There is often deep involvement with ideas art art forms both in the classroom and in sources (often highly original and individualistic) in the wider society. There is little interest in business or professional careers; in fact, there may be a definite rejection of this kind of aspiration. Many facets of the college--organized extra-curricular activities, athletics, traditions, the college administration--are ignored or viewed with disdain. In short, this philosophy may emphasize individualistic interests and styles, concern for personal identity and, often, contempt for many aspects of organized society.

The following four questions ask you to rank these four statements according to the accuracy with which each portrays your own point of view. Be sure to assign a different rank to each "philosophy." Circle the number of the appropriate rank under each philosophy.

Philosophy A:

1. Most accurate (i.e., of the four statements, this one is the best description of my point of view)
2. Second most accurate
3. Third most accurate
4. Least accurate

Philosophy B:

1. Most accurate (i.e., of the four statements, this one is the best description of my point of view)
2. Second most accurate
3. Third most accurate
4. Least accurate

Philosophy C:

1. Most accurate (i.e., of the four statements, this one is the best description of my point of view)
2. Second most accurate
3. Third most accurate
4. Least accurate

Philosophy D:

1. Most accurate (i.e., of the four statements, this one is the best description of my point of view)
2. Second most accurate
3. Third most accurate
4. Least accurate

Code No. ________

'69 - Part IV

Social Attitudes and Values

The following part asks you to rate your agreement or disagreement with a number of general statements about individuals, groups, and their interrelationships. In order to make the meanings clear, the definitions assigned to some of the terms used in the statements are given below. Please read the definitions carefully because they may be slightly different than the ones you would spontaneously give. In all cases please respond to the words in terms of the definitions given here.

Group - An association or organization such as the P.T.A., a local civic or political club, a student government organization, a professional association, a committee functioning within such an organization

Community - The town, city, or neighborhood in which a person resides. Although a community does not always have exact boundaries, it is generally thought of as a relatively coherent unit by those who live in and near it.

Inconvenient - Annoying, awkward, causing mild to moderate displeasure or discomfort, usually of a temporary nature.

Preference - The state of desiring some alternative more than others. As used in the questionnaire, the term connotes a small to medium difference between the desired and rejected alternatives.

Moral - Just, good, ethical. Although the synonyms listed here vary somewhat in strength, all refer to judgments of right and wrong with respect to some important principles concerning how people ought to act. These general principles command a moderately high degree of agreement by the members of our society, although there is disagreement on the source of the principles and on the range of situations to which they apply. There are moral principles for most areas of human conduct, particularly ones involving interactions among people. When you are asked to judge whether something is moral, right, etc. in the following questionnaire, you should respond in terms of what you personally believe the relevant moral principles are, even if you think that some other people would disagree.

Some of the following statements contain combinations of assertions which might evoke different reactions from you if they were responded to separately. Such combinations are often necessary in order to present complex ideas. In such cases your response to the total statement should be based on some combination of your reactions to each part, with the part which is more important to you being given greater weight. It is important that you assign only a single rating to the combined statement, and that you rate all the statements. Think of the six steps in the rating scale as being evenly spaced.

Code No. ________

Please use the following rating scale to indicate your reactions to the statements. Place your ratings in the spaces to the left of the items.

1. Strongly agree	4. Slightly disagree
2. Moderately agree	5. Moderately disagree
3. Slightly agree	6. Strongly disagree

_____ 1. It is wrong for a person to show indifference toward the well being of members of his immediate circle of friends.

_____ 2. In life an individual should for the most part "go it alone," assuring himself of privacy, having much time to himself, attempting to resist being influenced by others.

_____ 3. The typical law abiding person who avoids situations in which transgressions occur, rather than acting in such situations to protect those who are being injured, does not deserve the respect of his fellow citizens.

_____ 4. The members of a group ought to be willing to inconvenience themselves in order to help the group accomplish its goals.

_____ 5. It is often better for a group to agree upon specific rules to regulate behaviors of importance to the group than to leave the regulation to the individual judgments of the group members.

_____ 6. A person who witnesses an unlawful or immoral act, such as physical assault or sadistic taunting and teasing, and who does not try to do what he can to stop its occurrence shares some part of the guilt with the transgressor.

_____ 7. Concern for the welfare of others should go beyond seeing that they have their essential physical needs met.

_____ 8. It is extremely satisfying to know that one is an indispensable and appreciated member of a purposeful and effective group (team or institution).

_____ 9. One of the worst feelings a person can have occurs when he has fallen short of what his group expected of him.

_____ 10. It is not wrong for a person to limit the range of people toward whom he acts in a considerate manner.

_____ 11. People cannot rely solely upon ministers, policemen and judges to insure moral behavior among the citizens of a community; they must each act to dissuade others from anti-social acts.

_____ 12. There is nothing wrong in the members of a group trying to persuade indifferent or mildly dissenting members to go along with the group.

______ 13. A member of a group which engages in immoral acts shares the guilt of the group unless he does all he can to prevent its immoral behavior.

______ 14. A man's self-fulfillment through his work and his life with family and friends should almost always transcend his obligation to participate in the civic activities of his community, e.g., being active in a local civic, political, cultural or charitable organization.

______ 15. Some of life's greatest satisfactions are found in working cooperatively with others.

______ 16. Whether an individual acts to protect the welfare of persons beyond his circle of friends and relatives is a matter of personal preference, not moral obligation.

______ 17. A man who is unable to take care of the needs of himself and his family does not deserve the respect of others.

______ 18. Men are first and foremost individual beings; the identifications they may have with groups never really alters their essential separateness from one another.

______ 19. Everyone has an obligation to criticize other members of his community when they act in an immoral, anti-social manner.

______ 20. It is wrong for a person to choose to pay little or no attention to the welfare of persons with whom he has no personal connection.

______ 21. No limitations should be placed on the freedom of people to do as they please unless their acts unquestionable cause serious damage to others.

______ 22. It is better for a person to ignore the larger social concerns of the community in which he lives than to force himself to take part in these concerns merely from a sense of moral obligation.

______ 23. Not only does everyone have an inalienable right to life, liberty and the pursuit of happiness, he also has an equally inalienable moral obligation to protect others from having these rights taken from them.

______ 24. Man's natural state is as a member of a group; the individual who holds himself aloof from active participation in a community is acting against his natural inclinations.

______ 25. People should leave the prevention of immoral acts up to those whose jobs are specifically concerned with such prevention.

______ 26. People should be as concerned with the rights and conditions of others as they are of themselves or their immediate families.

1. Strongly agree
2. Moderately agree
3. Slightly agree
4. Slightly disagree
5. Moderately disagree
6. Strongly disagree

_____ 27. Minor conflicts between one's own comfort and convenience and that of a neighbor should be resolved in favor of the neighbor more often than not.

_____ 28. It is often more gratifying to work for the accomplishment of a goal held by a group to which one belongs than to work for the attainment of a purely personal goal.

_____ 29. Although altruism and feelings of responsibility for the welfare of others are generally thought to be admirable qualities, a person should not be required to have them in order to be respected by himself or others.

_____ 30. A community in which people were very concerned with each other's morality as well as their own would be an intolerable one in which to live.

_____ 31. An individual most deserves the feeling of satisfaction with himself after he has done something to help someone else.

_____ 32. Individuals should feel responsible for fostering the improvement of morals as well as the physical well being of others.

_____ 33. A person should be willing to openly criticize individuals who break the rules agreed upon by the group.

_____ 34. An individual who has not caused another's misfortune has no moral obligation to help the other person.

_____ 35. It is important for an individual to be closely identified with at least one group.

_____ 36. No one can be genuinely concerned with the welfare of people whom he doesn't know and has never seen.

_____ 37. A young person's most important responsibility is developing his own skills and capacities.

_____ 38. When groups have to exert pressure on some members in order to accomplish group goals and uphold norms, the goal or norm loses its value.

_____ 39. People cannot be considered moral if they are indifferent to the welfare of the members of the community in which they live and work.

_____ 40. Individual consciences need the support of laws and social in order to function most effectively in producing moral behavior.

_____ 41. Man's natural state is as an independent, unattached individual; he acts in conflict with his essential qualities when he acts jointly with others as a member of a highly unified group.

_____ 42. Things work best when people concern themselves with their own welfare and let others take care of themselves.

_____ 43. Group members ought to join in group activities even if they are initially indifferent or mildly opposed to these activities.

_____ 44. A community in which everyone could be sure that his well being would be protected and fostered by his fellow citizens would soon lose its vitality and cease to develop.

_____ 45. Virtue and honor do not belong to those who merely dissociate themselves from the immoral acts of their fellow men; rather, it belongs only to those who energetically work to prevent such acts.

_____ 46. Conformity to group norms and goals should be achieved almost entirely by relying upon the consciences of the individual members.

_____ 47. When one individual behaves unjustly toward another, it is wrong for a third person to intervene to correct the injustice unless he has been asked to do so.

_____ 48. It is better to ignore a person in need when one feels no personal compassion for him than to act compassionately out of a sense of obligation or guilt.

_____ 49. It is just as important to work toward group goals and adhere to the established rules of the group as it is to gratify one's individual desires.

_____ 50. A man should not be respected for his achievements if they were obtained by interfering with the welfare and development of others.

_____ 51. Only a person who remains aloof from social organizations and group allegiances can fully develop his potential as an individual.

_____ 52. The consequences flowing from the limitation of a person's freedom to use his resources and skills as he wishes are often far worse than the discomfort such freedom might cause to others.

_____ 53. The mere fact that one group or nation is prosperous and another is not places no moral obligation on the "have" group to improve the lot of the "have not" group.

_____ 54. Individuals do not really fulfill their human potentials unless they involve themselves deeply in some group.

_____ 55. Regardless of how democratically a group sets up its rules, it ceases to be a democratic group once it begins to pressure its members to conform to these rules.

1. Strongly agree
2. Moderately agree
3. Slightly agree
4. Slightly disagree
5. Moderately disagree
6. Strongly disagree

_____ 56. Groups and communities which refuse to regulate the behaviors of their members encourage the exploitation of the weak by the powerful.

_____ 57. There is no necessary opposition between an individual's fulfillment of his own needs and his fulfillment of the needs of the groups to which he belongs.

_____ 58. Individuals should be ready to inhibit their own pleasures if these inconvenience others.

_____ 59. People who identify strongly with some group usually do so at the expense of their development and individual self fulfillment.

_____ 60. Regardless of the content of the act, it is better to do something that springs from a genuine personal interest than from a feeling of social obligation.

_____ 61. Doing something for a friend is more satisfying than doing something for yourself.

_____ 62. When the needs of a group and the preferences of some of its members come into conflict, the latter ought to be given far greater weight in determining the outcome.

_____ 63. When democratically organized groups begin to influence and regulate the behaviors of their members, they either disintegrate or become transformed into undemocratic, autocratic groups.

_____ 64. An individual's responsibility for the welfare of others extends no further than the boundaries of his immediate circle of friends and relatives.

_____ 65. It is wrong if an individual refuses to participate activity in at least some of the group activities of the community in which he lives.

_____ 66. Except for one's immediate family and closest friends, people have a perfect right to pursue their own goals without regard to the convenience or comfort of others.

_____ 67. The development of individual consciences is hindered by the development of formal group regulations and codes.

_____ 68. Encouraging others to behave in accord with generally accepted moral standards is as important as one's own living up to these standards.

_____ 69. A person should be willing to cooperate with democratically selected group leaders, even though they are not the ones he personally preferred.

_____ 70. One should avoid trying to make people more moral and considerate than they generally are.

_____ 71. Group members should not be criticized when they refuse to do something in which they have no interest even when the action in question is necessary for their group to reach its goal.

_____ 72. One's major obligation to other men is to let them alone so that they may sink or swim by their own efforts.

_____ 73. As soon as a person begins to consider what effects his actions will have on bystanders, neighbors, or fellow workers, he begins to compromise his value as an individual.

_____ 74. Individuals and groups exist in a symbiotic relationship; neither can flourish without satisfying the needs of the other.

_____ 75. Although others may equal it in importance, there is no value more important than compassion for others.

_____ 76. Regardless of whether groups are democratically or autocratically organized, they tend to encroach upon the individual freedoms of their members.

_____ 77. We intrude unjustifiably into the privacy of other persons when we try to get them to abide more closely to a moral code which they accept as a vague ideal, but which they do not follow in their behavior.

_____ 78. If one individual is treated unjustly by another, but does not do anything to remedy the injustice, it is improper for an outsider to interfere and take the part of the injured person.

_____ 79. In the long run, people are best off if left to regulate their own behavior rather than setting up group norms and sanctions.

_____ 80. A person is right in feeling annoyed or angry when other members of his group ignore justifiable group demands.

_____ 81. A citizen has the responsibility to answer questions put to him by proper authorities about illegal acts he may have witnessed, such as reckless driving which endangers the lives of pedestrians or physical assault, but he has no obligation to volunteer such information if he is not asked.

1. Strongly agree
2. Moderately agree
3. Slightly agree
4. Slightly disagree
5. Moderately disagree
6. Strongly disagree

_____ 82. People who try but are unable to provide for their own welfare have a right to expect help from others.

_____ 83. The ideal society would be one in which each individual was true to his own conscience and immune to the effects of group influence.

_____ 84. Acting to protect the rights and interests of other members of one's community is a major obligation for all persons.

_____ 85. Every person should be his brother's keeper in the physical and moral sense.

_____ 86. The essence of democracy is protection of the individual against any group pressures designed to make him conform.

_____ 87. The only people guilty of immoral acts are those who commit them or directly cause them to be committed; others who might have prevented the acts, but did not, should bear no blame.

_____ 88. People should give up activities which bring them pleasure if these activities cause serious discomfort to others.

_____ 89. Conformity to the policies of your group when you are not wholeheartedly in agreement with them is wrong, even when the policies are the result of a democratic process in which you were free to participate.

_____ 90. An individual truly finds himself when he merges with a social group and joins with others in resolute and determined activity for the realization of social goals.

_____ 91. The presence of rules and regulations governing aspects of community life tends to lead individuals to rel upon external authorities rather than on their own consciences in determining what is right and what is wrong.

_____ 92. All men have an obligation to promote not only the welfare of their immediate circle of relatives but also to work for the well being of all the members of the community in which they live.

_____ 93. It is wrong for a man to point out other people's moral shortcomings.

_____ 94. It is sympathetic love among persons which alone gives significance to life.

_____ 95. It is the duty of every good citizen to criticize prejudiced, anti-minority remarks made in his presence.

_____ 96. People damage themselves as individuals when they inhibit or in some other way modify their behaviors as a result of the rules of the groups to which they belong.

_____ 97. A democratically organized group has the right to determine what should be considered proper behavior in areas relevant to the group

_____ 98. Individuals should feel no obligation to participate in the group activities of the communities in which they happen to live or work.

_____ 99. It is proper for a group to decide to mete out some kind of punishment to group members who act without regard to the goals and rules of the group.

_____100. Man is a social animal; he cannot flourish and grow without identifying himself with some group.

_____101. Emphasizing the obligations people have to help one another hinders their abilities to take care of themselves.

_____102. A person should not feel bound to follow the decisions of the groups to which he belongs if these decisions are not in accord with his private preferences.

Part V

Personal Beliefs and Attitudes

1. Which three things or activities in the following list do you expect to be among those which will give you the most satisfaction? Place a figure 1 beside the one which you consider most important in this respect, a figure 2 beside the one you consider next in importance and a figure 3 next to the third most important item.

_____ 1. Career or occupation

_____ 2. Family relationships

_____ 3. Leisure-time recreational activities

_____ 4. Religious beliefs or activities

_____ 5. Participation as a citizen in the affairs of your community

_____ 6. Participation in activities directed toward national or international betterment.

Code No. __________

2. Does the following statement express the way you feel about any of the groups listed below?(check as many as apply)?:

"This group has its own personality, something over and above the individual members in it."

_____ 1. Haverford College

_____ 2. Your immediate family

_____ 3. Your church or religion

_____ 4. Your nationality or ethnic group

5_____ 5. Your clique or a group of friends you go around with

_____ 6. A team to which you have belonged

_____ 7. A club to which you have belonged

_____ 8. None of the above

3. Would you say that most people are inclined to help others or to look out for themselves. (Check one)

_____ 1. Help others

_____ 2. Look out for themselves

4. Do you, personally, feel you need to believe in some sort of religious faith or philosophy? (Check one)

_____ 1. Yes

_____ 2. Undecided

_____ 3. No

5. How important is it for you to have your plans for the future known in advance? (Check one)

_____ 1. Unimportant

_____ 2. Slightly important

_____ 3. Somewhat more than slightly important

_____ 4. Fairly important

_____ 5. Very important

_____ 6. Extremely important

6. Which of the following statements most closely describes your ideas about the Deity? (Check one):

_____ 1. I believe in a Divine God, Creator of the Universe, who knows my innermost thoughts and feelings, and to whom one day I shall be accountable.

_____ 2. I believe in a power, greater than myself, which some people call God and some people call Nature.

(cont'd)

_____ 3. I believe in the worth of humanity, but not in God or a Supreme Being.

_____ 4. I believe in natural law and that the so-called universal mysteries are ultimately knowable according to scientific method.

_____ 5. I am not quite sure what I believe.

_____ 6. I am an atheist.

---

7. Some say that most people can be trusted. Others say you can't be too careful in your dealings with people. How do you feel about it?

_____ 1. Most people can be trusted _____ 2. You can't be too careful

Please rate your agreement with the following statements using the following six-point scale:

1. Strongly agree	4. Slightly disagree
2. Moderately agree	5. Moderately disagree
3. Slightly agree	6. Strongly disagree

_____ 8. Science has its place, but there are many important things that can never possibly be understood by the human mind.

_____ 9. If it weren't for the rebellious ideas of youth, there would be less progress in the world.

_____10. It is right for a person to feel that his country or religion is better than any other.

_____11. In a small group there should be no real leaders; everybody should have an equal say.

_____12. Human nature is fundamentally cooperative.

_____13. Books and movies ought to give a more realistic picture of life even if they show that evil sometimes triumphs over good.

_____14. Sex crimes such as rape and attacks on children deserve more than mere imprisonment; such criminals ought to be publicly whipped or worse.

_____15. Inherited racial characteristics have more real importance in shaping the individual and nation than most people are ready to admit.

_____16. One of the most important things children should learn is when to disobey authorities.

_____17. Our country would be better off if we paid more attention to intelligence and humanitarianism and less to toughness and aggressiveness in selecting political leaders.

_____18. No one is going to care much what happens to you when you get right down to it.

_____19. Any real man would fight to defend his property.

_____20. When a person has a problem or worry, it is best to face it and try to think it through, even if it is so upsetting that it keeps him from concentrating on other things.

_____21. Obedience and respect for authority are the most important virtues children should learn.

_____22. The worst danger to our American heritage during the past 50 years has come from foreign ideas and agitators.

_____23. People ought to pay more attention to new ideas, even if they seem to go against the American way of life.

_____24. Insults to our honor are not always important enough to bother about.

_____25. If you don't watch yourself, people will take advantage of you.

_____26. Governments ought to be more willing than they are to apply social science findings to the solution of social problems.

_____27. An urge to jump from high places is probably the result of unhappy personal experiences rather than something inborn.

_____28. Books and movies ought not to deal so much with the unpleasant and seamy side of life; they ought to concentrate on themes that are entertaining or uplifting.

_____29. No weakness or difficulty can hold us back if we have enough will power.

_____30. Wars and intergroup conflict are not necessary expressions of human nature; they could be eliminated or drastically reduced.

_____31. When a person has a problem or worry, it is best for him not to think about it, but to keep busy with more cheerful things.

_____32. The most effective way of reducing crime and juvenile delinquency is to improve the environment of underprivileged groups in our society.

Code No. ___________

'69 - Part VI

School Background, Activities and Interests

1. From what kind of high school or secondary school did you graduate?

_____ 1. public high school

_____ 2. private, non-military, non-religious boarding school

_____ 3. private, non-military, non-religious day school

_____ 4. Friends boarding school

_____ 5. Friends day school

_____ 6. Protestant denominational boarding school

_____ 7. Protestant denominational day school

_____ 8. Other (please specify)

2. Did you belong to any clubs or organizations or teams while in secondary school? (Include organizations that were not connected with school, also). If you did, please describe them.

3. For each of the organizations mentioned in the previous answer, describe the nature and extent of your participation.

4. Did you hold any important offices in your secondary school government? If so, please describe them.

5. How did your overall amount of activity in extracurricular and other organizations (e.g., YMCA, political clubs, etc) compare with that of the other members of your secondary school graduating class?

   _____ 1. among the most active

   _____ 2. more active than the majority of classmates

   _____ 3. about average in amount of activity

   _____ 4. less active than the majority, but not among the least active

   _____ 5. among the least active

6. How did your overall amount of informal social activity (e.g., bull sessions, informal outings, parties, etc.) compare with that of the other members of your graduating class?

   _____ 1. among the most active

   _____ 2. more active than the majority of classmates

   _____ 3. about average in amount of activity

   _____ 4. less active than the majority, but not among the least active

   _____ 5. among the least active

7. How did your frequency of dating compare with that of the other members of your graduating class?

   _____ 1. among the most active

   _____ 2. more active than the majority of classmates

   _____ 3. about average in amount of activity

   _____ 4. less active than the majority, but not among the least active

   _____ 5. among the least active

8. State briefly the four most important reasons that led you to decide to come to Haverford. List the reasons in order of importance, with the most important one first.

1. ____

2. ____

3. ____

4. ____

9. The academic departments at Haverford are divided into three divisions, physical sciences, social sciences, and humanities. Please rank order the divisions in terms of your interest in the kind of subject matter covered by each by placing a figure 1 next to the one holding the most interest, a figure 2 to the next, etc.

_____ physical sciences

_____ social sciences

_____ humanities

10. In which subject do you think you are likely to major? (Please name some subject even if you are uncertain.)

11. How certain are you of your answer to the previous question?

_____ 1. Very uncertain

_____ 2. Moderately uncertain

_____ 3. Slightly uncertain

_____ 4. Slightly certain

_____ 5. Moderately certain

_____ 6. Very certain

12. Do you expect to participate in any extracurricular or other formal organizations while at college? If so, which ones?

13. What type and extent of activity do you anticipate in each of the organizations mentioned in the preceding answer?

14. How do you think your overall amount of activity in extracurricular and other organizations will compare to that of your college classmates?

_____ 1. among the most active

_____ 2. more active than the majority of classmates

_____ 3. about average in amount of activity

_____ 4. less active than the majority, but not among the least active

_____ 5. among the least active

15. To what kinds of formal organizations, if any, do you think you will belong after you complete your formal education?

16. What type and extent of activity do you anticipate in each of the organizations mentioned in the preceding answer?

'69 - Part VII

Occupational Plans and Interests

1. What occupational plans, if any, do you have? (Please name one or more occupations even if you are uncertain.)

2. How confident are you of your answer to the previous question?

_____ 1. Very uncertain	_____ 4. Slightly certain
_____ 2. Moderately uncertain	_____ 5. Moderately certain
_____ 3. Slightly uncertain	_____ 6. Very certain

3. To what extent would you want your job or career to satisfy each of the following requirements? Rate the importance of each requirement using the six-point scale given below.

1. Unimportant	4. Fairly important
2. Slightly important	5. Very important
3. Somewhat more than slightly important	6. Extremely important

_____ 1. Provide an opportunity to use my special abilities.

_____ 2. Enable me to look forward to a secure future.

_____ 3. Permit me to be creative and original.

_____ 4. Give me an opportunity to be helpful to others.

_____ 5. Provide me with a chance to earn a good deal of money.

_____ 6. Give me an opportunity to work with people rather than with things

_____ 7. Give me a chance to exercise leadership.

_____ 8. Leave me relatively free of supervision by others.

_____ 9. Give me social status and prestige.

_____10. Provide me with adventure.

4. Which of the requirements listed above do you consider the most important?

__________ (Place the number of the item on the line at the left.)

5. Are there any job requirements not listed which you also consider important? If there are, please describe them.

Part VIII

Codes of Student Behavior

This section of the questionnaire is aimed at learning about your views concerning the codes of behavior that ought to govern campus life and the manner in which the codes ought to be created and administered. Listed below are statements reflecting a number of opinions about this aspect of college. They are not necessarily ones you will encounter at Haverford. Please indicate your agreement or disagreement with each of the statements using the following rating scale:

1. Strongly agree
2. Moderately agree
3. Slightly agree
4. Slightly disagree
5. Moderately disagree
6. Strongly disagree

_____ 1. Requiring students to wear a coat and tie to dinner.

_____ 2. Expecting students to act in a quiet decorous manner while in the dining hall.

_____ 3. Requiring the door to be open when women are in men's rooms.

_____ 4. Allowing women in men's rooms on weekday evenings.

_____ 5. Allowing women in men's rooms after 2:00 A.M. on weekends.

_____ 6. Allowing women in men's rooms after 2:00 A.M. during the school week.

_____ 7. Prohibiting drunken, disorderly behavior on campus.

_____ 8. Prohibiting drinking in dormitories.

_____ 9. Having the student government set up the living and social regulations for students on campus, with the administration playing only an advisory role.

_____ 10. Having the student government set up the living and social regulations for students on campus with the administration setting certain limits and requirements which the student government must follow.

_____ 11. Having the college administration set up the living and social regulations for students on campus in consultation with members of the student government and other members of the student body.

_____ 12. Having the college administration set up the living and social regulations for students on campus in terms of what the administration thinks is best and with little or no consultation with students.

_____ 13. Having no rules concerning the non-academic aspects of campus life and trusting to the decency and common sense of students to behave in a mature fashion.

_____ 14. Having specified evening times in the dormitory when conversations, phonographs, etc., would have to be very quiet so that those who wished could study or sleep.

_____ 15. Having resident upper-classmen counselors in the dormitories to help students who are having difficulties with academic or non-academic aspects of college life.

_____ 16. Having the students themselves responsible for seeing to it that they follow the rules concerning such things as cheating and maintaining gentlemanly behavior toward female guests.

_____ 17. Having the students themselves responsible for enforcing rules concerning considerate, non-destructive behavior in the dormitories.

_____ 18. Having resident upper-classmen counselors in the dormitories to help enforce regulations concerning student behavior.

_____ 19. Leaving the enforcement of all rules up to the administration, with provision for fair appeal procedures.

_____ 20. Requiring students to report themselves to the proper body for violations of the college honor system.

_____ 21. Having the student council set up a student committee to try other students who have been charged with violating regulations regarding cheating and plagiarism.

_____ 22. Having the student council set up a student committee to try other students who have been charged with violating regulations concerning honorable behavior toward women guests.

_____ 23. Having the student council set up a student committee to try other students who have been charged with violating regulations concerning considerate, non-destructive behavior in the dormitories.

1. Strongly agree	4. Slightly disagree
2. Moderately agree	5. Moderately disagree
3. Slightly agree	6. Strongly disagree

_____ 24. Prohibiting sexual intercourse in dormitory rooms but permitting any other kind of sexual behavior between men and women.

_____ 25. Prohibiting sexual behavior between men and women which goes beyond kissing and caressing by fully-clothed couples.

_____ 26. Requiring students to attend classes.

_____ 27. Requiring students to live on campus or at home, and not in private rooming houses or apartments.

_____ 28. Holding students responsible for their off-campus behavior while college is in session, e.g., taking disciplinary action against students who start drunken brawls in a local bar.

_____ 29. Requiring a sworn statement that a student is not a member of a subversive organization before granting him a government-supported scholarship or loan.

_____ 30. Disciplining students whose behaviors seriously disrupt the lives of those living near them.

The immediately preceding questions asked you to indicate your views on college codes of student behavior by means of rating scales. The following questions ask you to describe your views in more detail on one aspect of campus life, namely, relations with fellow students, particularly in the dormitory.

1. What standards, if any, ought students be expected to meet in this area? Try to be as specific as you can.

2. If you think there should be standards, should they be stated explicitly or should students be expected to learn about them implicitly in the course of living on campus?

3. If you think there should be standards, through what procedure, if any, should the standards be selected or created?

4. If you think there should be standards, in what ways should the students be encouraged to live up to them?

Part IX

Family Background

1. In which of the following geographical regions of the country have you spent most of your adolescent years? (please check one)

_____ 1. New England	_____ 5. Southeast or deep South
_____ 2. Middle Atlantic	_____ 6. Southwest
_____ 3. Midwest	_____ 7. Far West
_____ 4. West Coast	____________ 8. Other (please specify)

2. Which of the following best describes the community in which you spent most of your adolescent years? (please check one)

_____ 1. Suburb in a metropolitan area of more than 2,000,000 population.

_____ 2. Suburb in a metropolitan area of 500,000 to 1,999,999.

_____ 3. Suburb in a metropolitan area of 100,000 to 499,999.

_____ 4. An independent city (one which is not a suburb) of more than 500,000 population.

_____ 5. An independent city of 100,000 to 499,999. (cont'd)

_____ 6. An independent city or town of 50,000 to 99,999.

_____ 7. An independent city or town of 10,000 to 49,999.

_____ 8. An independent town of less than 10,000.

_____ 9. Farm, ranch or other open country not in a suburban area.

3. Are you (put a check on the appropriate line)

___ 1. an only child (if yes, skip to question 5)

___ 2. the oldest child

___ 3. the youngest child

___ 4. an in-between child

4. List the ages of your brothers and sisters (use S for sister and B for brother).

5. What is your father's occupation? (Please be as specific as possible, naming his position and the type of firm, if any, for which he works. If your father is deceased, retired, or has recently changed his occupation substantially, please state his previous occupation.)

6. If your father works for, or owns a business firm, which of the following best describes its monetary value?

_____ 1. over $5,000,000

_____ 2. $1,000,000 to 4,999,999

_____ 3. $250,000 to 999,999

_____ 4. $100,000 to 249,999

_____ 5. $35,000 to 99,999

_____ 6. $6,000 to 34,999

_____ 7. under $6,000

7. Which of the following best describes the combined income of your family last year? Consider income from all sources before taxes.

____ 1. Less than $4,000	____ 6. $14,000 to 19,999
____ 2. $4,000 to 5,999	____ 7. $20,000 to 25,999
____ 3. $6,000 to 7,999	____ 8. $26,000 to 31,999
____ 4. $8,000 to 9,999	____ 9. $32,000 to 39,999
____ 5. $10,000 to 13,999	____10. $40,000 to 49,999

____11. $50,000 and over

8. How much education have your parents had? (Place an F in the appropriate space to indicate your father's education and M to do likewise for your mother.)

_____ 1. Less than seventh grade level

_____ 2. Junior high school level (7th through 9th grade)

_____ 3. Some high school but did not graduate

_____ 4. High school graduate

_____ 5. Specialized professional or technical training, but no college

_____ 6. Some college but no bachelor's degree

_____ 7. College graduate

_____ 8. Some postgraduate training, but no advanced or professional degree

_____ 9. Advanced or professional degree

9. To which of the following socio-economic classes would you say your immediate family belongs?

_____ 1. working	_____ 3. upper-middle
_____ 2. lower-middle	_____ 4. lower-upper

_____ 5. upper-upper

10. Listed below are a number of religious denominations. Please indicate your own religious preference with an S; indicate your father's with an F and your mother's with an M.

_____ 1. Baptist
_____ 2. Catholic
_____ 3. Eastern Orthodox
_____ 4. Episcopalian
_____ 5. Jewish
_____ 6. Lutheran
_____ 7. Methodist
_____ 8. Presbyterian
_____ 9. Society of Friends
_____10. Unitarian-Universalist
_____11. United Church of Christ (including Congregational)
__________12. Other (please specify)
_____13. None

11. Place an F next to the category which comes closest to describing the nationality or ethnic background of your father's ancestors. Place an M next to the category which describes best your mother's ancestors.

_____ 1. Asia (from Pakistan eastward)
_____ 2. British Isles
_____ 3. Central Europe (Germany, Austria, Switzerland)
_____ 4. Eastern Europe (Russia, Poland, Baltic States, Hungary, and the Slavic States)
_____ 5. Latin America
_____ 6. Near and Middle East (North Africa, Arabian Peninsula, Asia Minor)
_____ 7. Northeastern Europe (France, Belgium, Holland)
_____ 8. Scandinavia
_____ 9. Southern Europe (Spain, Portugal, Italy, Balkan States)
_____10. Sub-Saharan Africa
_____11. Other (please specify)

12. Please place an S next to the political party whicy you prefer in general. Use an F to indicate your father's preference and an M to indicate your mother's.

_____ Democratic
_____ Republican
__________ Other (please specify)
_____ None

13. How strong is the party preference you just indicated? (Use S, M, and F as above)

_____ Very weak
_____ Moderately weak
_____ Moderately strong
_____ Very strong

Thank you for your cooperation

APPENDIX ID

HAVERFORD COLLEGE

SPRING 1965

All information provided on this form is confidential. It will be used for research purposes only and will not be available to the faculty or administration to evaluate or judge you as an individual. In order to assure your privacy you are being asked to construct your own four-symbol code number as follows:

1. The first symbol is the initial of your father's first name.
2. The second symbol is the initial of your mother's first name.
3. The third and fourth symbols are the day of the month on which you were born. If you were born before the 10th of the month, use a zero as the third symbol and the date as the fourth.

For example: If your father's first name were John, your mother's first name Alice, and you were born on the 7th of the month, your code number would be:

J A 0 7

Please write your code number in the space below. (If you have had your code number changed, write both your old and new code number, and indicate which is the new one).

A number of the items on this form will be familiar to many of you because they appeared on a questionnaire you have already completed. One of the reasons for readministering the items is to discover what your current opinions are. It is therefore important that you answer in terms of your present attitudes, without considering the responses you gave on the previous questionnaire.

PART I

The following questionnaire asks you to rate your agreement or disagreement with a number of general statements about individuals, groups, and their interrelationships. In order to make the meanings clear, the definitions assigned to some of the terms used in the statements are given below. Please read the definitions carefully because they may be slightly different than the ones you would spontaneously give. In all cases please respond to the words in terms of the definitions given here.

Group - An association or organization such as the P.T.A., a local civic or political club, a student government organization; a committee functioning within such organizations.

Community - The town, city or neighborhood in which a person resides. Although a community does not always have exact boundaries, it is generally thought of as a relatively coherent unit by those who live in and near it.

Inconvenient - Annoying, awkward, causing mild to moderate displeasure or discomfort, usually of a temporary nature;

Preference - The state of desiring some alternative more than others. As used in the questionnaire, the term connotes a small to medium difference between the desired and rejected alternatives.

Moral - Just, good, ethical. Although the synonyms listed here vary somewhat in strength, all refer to judgments of right and wrong with respect to some important principles concerning how people ought to act. These general principles command a moderately high degree of agreement by the members of our society, although there is disagreement on the source of the principles and on the range of situations to which they apply. There are moral principles for most areas of human conduct, particularly ones involving interactions among people. When you are asked to judge whether something is moral, right, etc. in the following questionnaire, you should respond in terms of what you personally believe the relevant moral principles are, even if you think that some other people would disagree.

Some of the following statements contain combinations of assertions which might evoke different reactions from you if they were responded to separately. Such combinations are often necessary in order to present complex ideas. In such cases your response to the total statement should be based on some combination of your reactions to each part, with the part which is more important to you being given greater weight. It is important that you assign only a single rating to the combined statement.

Please use the following rating scale to indicate your reactions to the statements. Place your ratings in the spaces to the left of the items.

1. Strongly agree
2. Moderately agree
3. Slightly agree
4. Slightly disagree
5. Moderately disagree
6. Strongly disagree

_____ 1. It is wrong for a person to show indifference toward the well being of members of his immediate circle of friends.

_____ 2. In life an individual should for the most part "go it alone," assuring himself of privacy, having much time to himself, attempting to resist being influenced by others.

_____ 3. The typical law abiding person who avoids situations in which transgressions occur, rather than acting in such situations to protect those who are being injured, does not deserve the respect of his fellow citizens.

_____ 4. The members of a group ought to be willing to inconvenience themselves in order to help the group accomplish its goals.

______ 5. It is often better for a group to agree upon specific rules to regulate behaviors of importance to the group than to leave the regulation to the individual judgments of the group members.

______ 6. A person who witnesses an unlawful or immoral act, such as physical assault or sadistic taunting and teasing, and who does not try to do what he can to stop its occurrence shares some part of the guilt with the transgressor.

______ 7. Concern for the welfare of others should go beyond seeing that they have their essential physical needs met.

______ 8. It is extremely satisfying to know that one is an indispensable and appreciated member of a purposeful and effective group (team or institution).

______ 9. One of the worst feelings a person can have occurs when he has fallen short of what his group expected of him.

______ 10. It is not wrong for a person to limit the range of people toward whom he acts in a considerate manner.

______ 11. People cannot rely solely upon ministers, policemen and judges to insure moral behavior among the citizens of a community; they must each act to dissuade others from anti-social acts.

______ 12. There is nothing wrong in the members of a group trying to persuade indifferent or mildly dissenting members to go along with the group.

______ 13. A member of a group which engages in immoral acts shares the guilt of the group unless he does all he can to prevent its immoral behavior.

______ 14. A man's self-fulfillment through his work and his life with family and friends should almost always transcend his obligation to participate in the civic activities of his community, e.g., being active in a local civic, political, cultural or charitable organization.

______ 15. Some of life's greatest satisfactions are found in working cooperatively with others.

______ 16. Whether an individual acts to protect the welfare of persons beyond his circle of friends and relatives is a matter of personal preference, not moral obligation.

______ 17. A man who is unable to take care of the needs of himself and his family does not deserve the respect of others.

______ 18. Men are first and foremost individual beings; the identifications they may have with groups never really alters their essential separateness from one another.

Please use the following rating scale to indicate your reactions to the statements. Place your ratings in the spaces to the left of the items.

1. Strongly agree
2. Moderately agree
3. Slightly agree
4. Slightly disagree
5. Moderately disagree
6. Strongly disagree

______ 19. Everyone has an obligation to critize other members of his community when they act in an immoral, anti-social manner.

______ 20. It is wrong for a person to choose to pay little or no attention to the welfare of persons with whom he has no personal connection.

______ 21. No limitations should be placed on the freedom of people to do as they please unless their acts unquestionably cause serious damage to others.

______ 22. It is better for a person to ignore the larger social concerns of the community in which he lives than to force himself to take part in these concerns merely from a sense of moral obligation.

______ 23. Not only does everyone have an inalienable right to life, liberty and the pursuit of happiness, he also has an equally inalienable moral obligation to protect others from having these rights taken from them.

______ 24. Man's natural state is as a member of a group; the individual who holds himself aloof from active participation in a community is acting against his natural inclinations.

______ 25. People should leave the prevention of immoral acts up to those whose jobs are specifically concerned with such prevention.

______ 26. People should be as concerned with the rights and conditions of others as they are of themselves or their immediate families.

______ 27. Minor conflicts between one's own comfort and convenience and that of a neighbor should be resolved in favor of the neighbor more often than not.

______ 28. It is often more gratifying to work for the accomplishment of a goal held by a group to which one belongs than to work for the attainment of a purely personal goal.

______ 29. Although altruism and feelings of responsibility for the welfare of others are generally thought to be admirable qualities, a person should not be required to have them in order to be respected by himself or others.

______ 30. A community in which people were very concerned with each other's morality as well as their own would be an intolerable one in which to live.

______ 31. An individual most deserves the feeling of satisfaction with himself after he has done something to help someone else.

______ 32. Individuals should feel responsible for fostering the improvement of morals as well as the physical well being of others.

______ 333 A person should be willing to openly criticize individuals who break the rules agreed upon by the group.

______ 34. An individual who has not caused another's misfortune has no moral obligation to help the other person.

______ 35. It is important for an individual to be closely identified with at least one group.

______ 36. No one can be genuinely concerned with the welfare of people whom he doesn't know and has never seen.

______ 37. A young person's most important responsibility is developing his own skills and capacities.

______ 38. When groups have to exert pressure on some members in order to accomplish group goals and uphold norms, the goal or norm loses its value.

______ 39. People cannot be considered moral if they are indifferent to the welfare of the members of the community in which they live and work.

______ 40. Individual consciences need the support of laws and social codes in order to function most effectively in producing moral behavior.

______ 41. Man's natural state is as an independent, unattached individual; he acts in conflict with his essential qualities when he acts jointly with others as a member of a highly unified group.

______ 42. Things work best when people concern themselves with their own welfare and let others take care of themselves.

______ 43. Group members ought to join in group activities even if they are initially indifferent or mildly opposed to these activities.

______ 44. A community in which everyone could be sure that his well being would be protected and fostered by his fellow citizens would soon lose its vitality and cease to develop.

______ 45. Virtue and honor do not belong to those who merely dissociate themselves from the immoral acts of their fellow men; rather, it belongs only to those who energetically work to prevent such acts.

______ 46. Conformity to group norms and goals should be achieved almost entirely by relying upon the consciences of the individual members.

Please use the following rating scale to indicate your reactions to the statements. Place your ratings in the spaces to the left of the items.

1. Strongly agree
2. Moderately agree
3. Slightly agree
4. Slightly disagree
5. Moderately disagree
6. Strongly disagree

Z_____ 47. When one individual behaves unjustly toward another, it is wrong for a third person to intervene to correct the injustice unless he has been asked to do so.

_____ 48. It is better to ignore a person in need when one feels no personal compassion for him than to act compassionately out of a sense of obligation or guilt.

_____ 49. It is just as important to work toward group goals and adhere to the established rules of the group as it is to gratify one's individual desires.

_____ 50. A man should not be respected for his achievements if they were obtained by interfering with the welfare and development of others.

_____ 51. Only a person who remains aloof from social organizations and group allegiances can fully develop his potential as an individual.

_____ 52. The consequences flowing from the limitation of a person's freedom to use his resources and skills as he wishes are often far worse than the discomfort such freedom might cause to others.

_____ 53. The mere fact that one group or nation is prosperous and another is not places no moral obligation on the "have" group to improve the lot of the "have not" group.

_____ 54. Individuals do not really fulfill their human potentials unless they involve themselves deeply in some group.

_____ 55. Regardless of how democratically a group sets up its rules, it ceases to be a democratic group once it begins to pressure its members to conform to these rules.

_____ 56. Groups and communities which refuse to regulate the behaviors of their members encourage the exploitation of the weak by the powerful.

_____ 57. There is no necessary opposition between an individual's fulfillment of his own needs and his fulfillment of the needs of the groups to which he belongs.

_____ 58. Individuals should be ready to inhibit their own pleasures if these inconvenience others.

_______ 59. People who identify strongly with some group usually do so at the expense of their development and individual self fulfillment.

_______ 60. Regardless of the content of the act, it is better to do something that springs from a genuine personal interest than from a feeling of social obligation.

_______ 61. Doing something for a friend is more satisfying than doing something for yourself.

_______ 62. When the needs of a group and the preferences of some of its members come into conflict, the latter ought to be given far greater weight in determining the outcome.

_______ 63. When democratically organised grorps begin to influence and regulate the behaviors of their members, they either disintegrate or become transformed into undemocratic, autocratic groups.

_______ 64. An individual's responsibility for the welfare of others extends no further than the boundaries of his immediate circle of friends and relatives.

_______ 65. It is wrong if an individual refuses to participate actively in at least some of the group activities of the community in which he lives.

_______ 66. Except for one's immediate family and closest friends, people have a perfect right to pursue their own goals without regard to the convenience or comfort of others.

_______ 67. The development of individual consciences is hindered by the development of formal group regulations and codes.

_______ 68. Encouraging others to behave in accord with generally accepted moral standards is as important as one's own living up to those standards.

_______ 69. A person should be willing to cooperate with democratically selected group leaders, even though they are not the ones he personally preferred.

_______ 70. One should avoid trying to make people more moral and considerate than they generally are.

_______ 71. Group members should not be criticised when they refuse to do something in which they have no interest even when the action in question is necessary for their group to reach its goal.

_______ 72. One's major obligation to other men is to let them alone so that they may sink or swim by their own efforts.

Please use the following rating scale to indicate your reactions to the statements. Place your ratings in the spaces to the left of the items.

1. Strongly agree	4. Slightly disagree
2. Moderately agree	5. Moderately disagree
3. Slightly agree	6. Strongly disagree

______ 73. As soon as a person begins to consider what effects his actions will have on bystanders, neighbors, or fellow workers, he begins to compromise his value as an individual.

______ 74. Individuals and groups exist in a symbiotic relationship; neither can flourish without satisfying the needs of the other.

______ 75. Although others may equal it in importance, there is no value more important than compassion for others.

______ 76. Regardless of whether groups are democratically or autocratically organized, they tend to encroach upon the individual freedoms of their members.

______ 77. We intrude unjustifiably into the privacy of other persons when we try to get them to abide more closely to a moral code which they accept as a vague ideal, but which they do not follow in their behavior.

______ 78. If one individual is treated unjustly by another, but does not do anything to remedy the injustice, it is improper for an outsider to interfere and take the part of the injured person.

______ 79. In the long run, people are best off if left to regulate their own behavior rather than setting up group norms and sanctions.

______ 80. A person is right in feeling annoyed or angry when other members of his group ignore justifiable group demands.

______ 81. A citizen has the responsibility to answer questions put to him by proper authorities about illegal acts he may have witnessed, such as reckless driving which endangers the lives of pedestrians or physical assault, but he has no obligation to volunteer such information if he is not asked.

______ 82. People who try but are unable to provide for their own welfare have a right to expect help from others.

______ 83. The ideal society would be one in which each individual was true to his own [illegible] and immune to the effects of group influence.

______ 84. Acting to protect the rights and interests of other members of one's community is a major obligation for all persons.

______ 85. Every person should be his brother's keeper in the physical and moral sense.

______ 86. The essence of democracy is protection of the individual against any group pressures designed to make him conform.

______ 87. The only people guilty of immoral acts are those who commit them or directly cause them to be committed; others who might have prevented the acts, but did not, should bear no blame.

______ 88. People should give up activities which bring them pleasure if these activities cause serious discomfort to others.

______ 89. Conformity to the policies of your group when you are not whole-heartddly in agreement with them is wrong, even when the policies are the result of a democratic process in which you were free to participate.

______ 90. An individual truly finds himself when he merges with a social group and joins with others in resolute and determined activity for the realization of social goals.

______ 91. The presence of rules and regulations governing aspects of community life tends to lead individuals to rely upon external authorities rather than on their own consciences in determining what is right and what is wrong.

______ 92. All men have an obligation to promote not only the welfare of their immediate circle of relatives but also to work for the well being of all the members of the community in which they live.

______ 93. It is wrong for a man to point out other people's moral shortcomings.

______ 94. It is sympathetic love among persons which alone gives significance to life.

______ 95. It is the duty of every good citizen to criticise prejudiced, anti-minority remarks made in his presence.

______ 96. People damage themselves as individuals when they inhibit or in some other way modify their behaviors as a result of the rules of the groups to which they belong.

______ 97. A democratically organised group has the right to determine what should be considered proper behavior in areas relevant to the group.

______ 98. Individuals should feel no obligation to participate in the group activities of the communities in which they happen to live or work.

______ 99. It is proper for a group to decide to mete out some kind of punishment to group members who act without regard to the goals and rules of the group.

______ 100. Man is a social animal; he cannot flourish and grow without identifying himself with some group.

Please use the following rating scale to indicate your reactions to the statements. Place your ratings in the spaces to the left of the items.

1. Strongly agree
2. Moderately agree
3. Slightly agree
4. Slightly disagree
5. Moderately disagree
6. Strongly disagree

______ 101. Emphasizing the obligations people have to help one another hinders their abilities to take care of themselves.

______ 102. A person should not feel bound to follow the decisions of the groups to which he belongs if these decisions are not in accord with his private preferences.

PART II

The next section of the questionnaire asks you to examine brief sketches of types of students found on college campuses. In order to avoid the misunderstanding and resentment that sometimes occurs when people are asked to think in terms of psychological types, an explanation of the way in which types are conceived of in the present research will be given.

> A psychological type is a set of personal qualities existing in specified amounts. We may assign individuals to types when we observe in them the specified qualities and amounts and relationships. But it should be noted that the student is not the type and that it is not quite correct to say that the student belongs to the type either. The type is characteristic of the student, but it does not totally embrace him, nor will any two students express a given type in the same way. Furthermore, the same student may express more than one type. Therefore, when we classify a student into a type, we do not assume that we have described all or even the most significant part of his personality.

With this definition of type in mind, please read the descriptions set forth below and then respond to the questions which follow them.

A. This student gets satisfaction from the physical energy, exitement and competition of athletics. He is a member of at least one varsity team and participates in intramural athletics as well. He feels uncomfortable and tense unless he can engage in some kind of athletics or strenuous physical activity a few times a week, even if it is only throwing a football around. His friends share his athletic interests, although they are not necessarily team members. He considers unathletic students as unmasculine and unattractive as friends and companions. He does not get into many discussions other than ones concerning sports or women. He enjoys rough and tumble physical horseplay. His grades are average or below average and he has little interest in his course work or in intellectual matters.

B. He devotes more time than most other students to political events on the national and international scene. He is likely to read newspapers and magazines regularly in order to keep up with the news. He often participates in political activities both on and off campus, e.g., attending talks by political figures, campaigning during elections, and participating in demonstrations. His conversation frequently focuses on political events and at times his interest in his courses wanes because of his political involvement. His friends generally share his political views and he may have a close relationship with a like-minded faculty member. He is an average or better than average student.

C. His major satisfactions come from his friendships with other students. He is an extrovert whose room is a gathering place for others who enjoy his pleasant company. He can usually be enticed to leave his studies by any opportunity for friendly interaction, e.g., a trip to the snack bar, a ping-pong game, etc. He enjoys going to college sporting events with groups of his friends and prefers double and triple dates. Although he is not usually an outstanding athlete, he participates in and enjoys intramural sports. A good deal of his course work is seen as something that has to be done, but that isn't very interesting or useful. He does not aspire towards high grades, but he tries to avoid getting below average grades. Usually he tends to postpone his work until shortly before exams and paper deadlines. His grades are average or below average.

D. This type is often distinguished by unusual dress and sometimes by a more than usually unkempt appearance. He generally prides himself on being more worldly, sophisticated and perhaps more "beat" than his fellow students, whom he may regard as childish. He tends to restrict his acquaintences to students like himself and among them is fairly outgoing. He enjoys being with female members of his type. Music, folk and classical, is a frequent interest of the type and he probably can play a guitar, banjo or similar instrument. His dates are more likely to involve parties than attendance at official college events. He travels to nearby cities for entertainment more often than many of his classmates and he tends to think of himself as a city person. It is not unusual for him to show more than average interest in art or politics. His grades may vary from poor to excellent. He is likely to be spontaneous and original in his course work but may suffer because he attacks his assignments in a poorly organized way. Sometimes he is given to dramatic bursts of course work and can get deeply involved in some of the topics covered in his classes.

E. This student's major interest is women. He dates frequently and is skilled at making contacts with attractive females. Although he doesn't discuss his exploits as a matter of course, it is generally assumed that he engages in intimate sexual behavior with women more frequently than most students. He is friendly, but does not have a large coterie of friends. He prefers single dates or small gatherings to large parties. He enjoys participating in intramural athletics on an occasional basis. His grades may vary from poor to fairly good.

F. He seeks prominence in campus affairs via activity in student government, the newspaper or some other means. He is generally a well organized, mature, responsible and ambitious person with many ideas about things to do on campus. He is on good terms with many students, but his campus activities keep him from spending large amounts of time socializing. He is better known to the members of the administration than most students. He enjoys athletics both as a spectator and a participant. His grades tend to be average or better than average.

G. This student's outstanding characteristic is the high quality and creativity of his thinking. He has an intellectual Midas' touch so that almost every topic he turns his mind to is mastered with distinction. Although he usually has an area of major interest and plans to go to graduate school in that area, he gets involved in many other areas. He spends a good deal of time working but often on material that goes beyond his assignments. He generally enjoys his school work and looks upon much of it in an almost playful manner. He has few if any doubts about his abilities, yet is not boastful or derogatory toward other students. He is often aloof from other students but can form close friendships with others like himself or with those who value intellectual activities. He is also likely to be on close terms with a faculty member who shares his interests.

H. His most prominent characteristic is resentment against what he considers to be infringements upon his personal freedom by older authorities. He considers himself a staunch individualist. Faculty and administration members consider him to be somewhat negativistic. He generally sees the administration and faculty as setting forth and enforcing unnecessarily restrictive rules in an unfeeling way. He is critical of many campus organizations because he sees them as requiring him to yield some of his independence. He casts relations between students, on the one hand, and faculty and administration on the other into a "we-against-they" mold and is very critical of students he thinks have gone over to the opposing side. His participation in college activities is low, although he may be very active in spontaneous horseplay such as snowball fights, food riots, etc. He has an average interest in sports and enjoys taking part in intramural athletics. He does average or below average work and is in general apathetic to most of his courses.

I. He is a hard worker who is primarily oriented toward doing well in his courses and is generally willing to subordinate most other goals to this end. Although he sometimes does get intrinsic satisfaction from the contents of his studies, this disappears if his hard work does not result in high grades. He focuses more on the specific requirements of the courses he takes than on the subject matter in general, and would prefer to go through an assigned reading twice than to read an unassigned but highly relevant article. His assignments and papers are usually completed with time to spare. He doesn't participate as much in the campus social life as others because of his long hours of study. He rarely engages in athletics outside of physical education classes. He generally does somewhat better than average to very well in his courses.

J. This type is noted for his ability to balance and satisfy the academic and social demands made by college life. He is quite well organized so that he usually gets his course work done with enough time to spare for social and extracurricular activities. There are, of course, times when he lets his course work or his social activities slide in order to pay more attention to the other, but these times are infrequent. He is generally well liked by the students who know him, but he would not be considered a campus social leader. He forms very close relationships with his roommates, who know that they can count on him for help when needed. His course work is above average; by his senior year he often becomes quite involved with work in his major field. He enjoys participating in intramural sports and is a loyal supporter of college teams as well as of other college efforts, e.g., orchestra, drama club, etc.

K. He gets great satisfaction from absorbing, organizing and creating ideas in a variety of areas. He is easily drawn into intellectual discussions about topics which engage his interests. He is quite critical of courses and teachers which he feels do not add to his knowledge, stimulate his thinking or allow him to express the ideas he has. His grades are likely to be variable, doing well in courses in which he is interested and not so well in others. He has no more than the average interest in getting good grades and gets very concerned with grades only when he thinks he has received a low grade because he did not get across an idea he had or because the teacher did not understand what he had to say. He prefers friends (male and female) who share his involvement with ideas and enjoys being with such friends frequently. He is not very active athletically, although he may enjoy hiking, bicycle riding and other non-team sports.

L. This student is more mature than most of his classmates. He is a warm person who is not easily ruffled and who is ready to lend a sympathetic ear and give advice to other students when they wish to discuss something that troubles them. The student who is upset over failing an exam or over trouble with a girl finds that a talk with this type of student helps him regain his balance. This type is usually socially active, is likely to have a steady girl or a fiancee. He enjoys participation in intramural athletics, and his grades are generally average or better than average.

* * *

1. Now that you have read the descriptions, select the three which you think you would be most likely to manifest in your behavior and feelings. List them below in order of their applicability to you, with the most applicable first. Then select the three which you would be least likely to exemplify and list them in order with the least applicable first.

	Applicable Types	Inapplicable Types
Most	______	______
Second	______	______
Third	______	______

2. Now please estimate which types you think the students with whom you are most friendly would prefer to manifest in their behaviors and which types they would prefer not to show.

	Positive preference	Negative preference
	Student	Student
First	______	______
Second	______	______
Third	______	______

PART III

This final section of the questionaire is aimed at learning about your views concerning specific aspects of campus life. Listed below are statements reflecting a number of opinions about rules which ought to govern campus life and the manner in which the rules ought to be created and administered. Please indicate your agreement or disagreement using the following rating scale:

1. Strongly agree
2. Moderately agree
3. slightly agree
4. slightly disagree
5. Moderately disagree
6. Strongly disagree

_____ 1. Requiring students to wear a coat and tie to dinner.

_____ 2. Expecting students to act in a quiet, decorous manner while in the dining hall.

_____ 3. Prohibiting women from being in men's rooms without adult chaperones.

_____ 4. Permitting drinking in dormitories for men who are above the age of 21.

_____ 5. Prohibiting drunken, disorderly behavior on campus.

_____ 6. Having no rules concerning the non-academic aspects of campus life and trusting to the decency and common sense of students to behave in a mature fashion.

_____ 7. Having the student government set up the living and social regulations for students on campus with the administration playing only an advisory role.

_____ 8. Having the student government set up the living and social regulations for students on campus with the administration setting certain limits and requirements which the student government must follow.

_____ 9. Having the college administration set up the living and social regulations for students on campus in consultation with members of the student government and other members of the student body.

_____ 10. Having the college administration set up the living and social regulations for students on campus in terms of what they, the administration, think is best and with little or no consultation with students.

Part III cont'd

_____ 11. Having specified evening times in the dormitory when conversations, phonographs, etc., would have to be very quiet so that those who wished to could study or sleep.

_____ 12. Having the students themselves responsible for enforcing rules concerning considerate, non-destructive behavior in the dormitories.

_____ 13. Having resident upper-classmen counselors in the dormitories to help enforce regulations concerning stud student behavior.

_____ 14. Leaving the enforcement of all rules up to the administration, with provision for fair appeal procedures.

_____ 15. Requiring students to report themselves to the proper body for violations of the college honor system.

_____ 16. Having the student council set up a student committee to try other students who have been charged with violating regulations concerning considerate, non-destructive behavior in the dormitories.

_____ 17. Prohibiting sexual intercourse in dormitory rooms but permitting any other kind of sexual behavior between men and women.

_____ 18. Requiring students to attend classes.

_____ 19. Requiring students to live on campus or at home, and not in private rooming houses or apartments.

_____ 20. Holding students responsible for their off-campus behavior while college is in session, e.g., taking disciplinary action against students who start drunken brawls in a local bar.

_____ 21. Requiring a sworn statement that a student is not a member of a subversive organization before granting him a government-supported scholarship or loan.

The last group of statements are related to current campus issues. Please indicate your agreement or disagreement using the rating scale on page 15.

_____ 1. The resignation of Joe Eyre should be seen as a direct result of a lack of support by students for Eyre's policies.

_____ 2. Eyre's resignation was premature at best, since few of the reasonable avenues of policy implementation had been tried.

Part III cont'd

_____ 3. The president of the Student's Council should fulfill the functions of his office as best he can within the existing framework of government, and not "give up" if that framework imposes obstacles to this policies.

_____ 4. Civil disobedience should be used by students wherever and whenever they feel that it will apply pressure or a sense of immediacy for their cause.

_____ 5. Student protests and demonstrations against college policy only serves to anger those in power and increase their resistence to change.

_____ 6. Students should accept the traditional rules concerning campus activities, such as collection, meeting and sports, as part of the community of which they are voluntarily members.

_____ 7. The time limits section of our Honor System has nothing to do with honor and therefore it should be abolished.

_____ 8. Because the College is a part of a larger community, students should incorporate existing sexual mores in their rules of conduct of their honor system.

_____ 9. An honor system should not be based upon hypocritical standards which are imposed upon students from outside sourses.

_____ 10. The current grading system does not provide an effective evaluation of a student's work; every effort should be made to find an alternative system.

_____ 11. Academic standards of any kind require a system of evaluation, the present system is both necessary and sufficient for the purpose.

_____ 12. Grades are a hindrance to both professor and student and may prevent both from realizing their capabilities.

The questionaire is now complete. Thank you again for your cooperation.

APPENDIX I E 1

HAVERFORD COLLEGE
HAVERFORD, PA.

August 30, 1965

Dear Mr.

Dr. Sidney Perloe, Chairman of the Psychology Department at Haverford, is beginning a study of some effects of college education on students. Although the research is not directly sponsored by the College administration, it is welcomed as an effort to help us understand more about what influence your four years here has upon you. We believe that in the long run such understanding will help us to improve the quality of the educational experience we can offer. We therefore recommend that you cooperate with Dr. Perloe by participating in his research.

Sincerely yours,

William Ambler.
William Ambler
Director of Admissions

APPENDIX I E 2

HAVERFORD COLLEGE
HAVERFORD, PA.

August 30, 1965

Dear Mr.

The college years you are about to enter are the focus of much energy, emotion and expense. You have spent twelve years preparing for them. Your parents have also looked forward to them and in most cases have committed a considerable amount of money to pay for your education. Finally, the faculty and administration of the College direct most of their professional efforts towards providing you with a good education and a personally enriching environment.

It is tempting to assume that all of this investment is being used effectively toward the goal of intelligent and mature Haverford graduates. Yet every teacher knows some students who seem to show little return for the effort and expenditure put into their college education.

There are many views about how to carry on the educational process in a manner which maximizes a student's chances of getting what he should from his college years. Unfortunately, intelligent decisions are difficult to make in this area because we have little precise knowledge about the effects of various educational arrangements. In recent years, educators and social scientists have been studying some of the many aspects of college education in an increasingly systematic and rigorous fashion. I am writing to you now to enlist your participation in one such study of higher education.

A necessary prerequisite of my study is some information from you before you arrive. I would greatly appreciate your filling out and returning the enclosed questionnaire. For control purposes it is desirable for you to respond to the questionnaire on Tuesday, September 7. It will probably take between two and three hours to complete. If it is impossible to complete the questionnaire on September 7, please complete it as close to that date as you can. Please return the questionnaire to me in the enclosed envelope.

Naturally, the work cannot proceed without the full cooperation of most students. At this point the only reward for participation I can offer is the satisfaction of knowing that you are aiding in work which might help to bring us closer to our goals in college education and the intrinsic interest of some of the questions. As results become available, you shall know of them when such information does not interfere with work in progress. When the project has been completed, you will receive a full report of the findings.

All information you provide will be kept strictly confidential. No student, administration member or faculty member (other than myself) will know the identity of persons making specific responses. In most cases the data will be treated so that even I do not know the identity of the persons whose responses are being analyzed.

The questionnaire is not part of the regular orientation testing program, although it is being administered with support of the College administration and the Customs Committee. Participation in the study is completely voluntary. There is no penalty for those who do not wish to take part. Naturally, I would like all of the freshmen to participate in order to ensure the representativeness of my findings with respect to Haverford. If you should decide to refrain from taking part in the study, I would like you to mail back the questionnaire, unopened.

Thank you.

Sincerely yours,

Sidney I. Perloe

Sidney I. Perloe, Chairman
Department of Psychology

APPENDIX I E 3

HAVERFORD COLLEGE
HAVERFORD, PA.

Dear

Some weeks ago I sent a questionnaire to you with the request that it be answered and mailed back to me. The material was sent by third class mail and some of it seems to have been delivered late or not at all.

You are one of the persons from whom I have not yet received the questionnaire. I would like to know the status of your questionnaire, that is, whether you received it, filled it out, returned it by mail, etc.

If you still have the questionnaire, but have not completed it, I would appreciate your answering it and returning it to me as soon as possible. If you never received the questionnaire, please let me know so that I may send you one.

In any event, please return this letter to me by campus mail with a note giving the information requested above.

Thank you.

Sincerely,

Sidney I. Perloe
Associate Professor
Department of Psychology

SIP/er

APPENDIX I E 4

HAVERFORD COLLEGE

September 15, 1965

Dear Mr.

A couple of weeks ago, I mailed questionnaires to the members of the freshman class with the request that they be completed and returned by mail. According to my records, I have not yet received your questionnaire. Would you kindly indicate at the bottom of this note whether you intend to complete the questionnaire.

Those of you who wish to answer the questions can return the completed form to me through the campus mail. I would appreciate your filling in the form before the start of classes. I would also appreciate your doing the work in a place which will be private, such as the library or a room in the Psychology Department.

If you do not intend to answer the questions, please return the blank questionnaire with this note so that I can have a record of the people who did not wish to respond to the items.

Thank you and best wishes for the coming school year.

Sincerely yours,

Sidney Perloe

P.S. If you need another copy of the questionnaire, please let me know so that I can send one to you.

APPENDIX I E 5

HAVERFORD COLLEGE
HAVERFORD, PA.

April 6, 1965

Dear

Last August I sent you a questionnaire covering a variety of areas relevant to your college career. I had hoped to finish tabulating the responses by the beginning of the spring semester, but I guess that this was too ambitious a goal. The tabulation is not yet complete. As you now know from your own experience, life at Haverford keeps people (I include faculty in this category) quite busy.

Despite the incompleteness of the analysis, I thought that you would be interested in learning about some of the data. With the help of Pete Moskovitz, I have constructed the distribution of responses to some of the questions. The questions and response distributions are in the enclosed dittoed paper.

If you have any questions or comments about the data, I would be happy to discuss them with you.

Sincerely,

Sidney Perloe

APPENDIX I E 6

January 3, 1965

Dear Mr.

It is with some embarrassment that I write to you about my long unfulfilled promise of a report on the research project in which you have participated. As you may recall, I had originally planned to interview some of you in the spring of 1965. This goal was then shifted to the fall of 1965 and now my plans have had to be changed again; I hope to be interviewing some of you in the next couple of months.

The reasons for these changes are varied. The major reason is that I did not have sufficient funds to do what I had planned. As you can probably understand, I cannot distribute a report of findings while I still have data to collect. However, I have received more support and I know that by the end of the spring semester I will be finished with the data collection for the present phase of my work. At that time I will send you an interim report. A final report will also be sent when it is available.

In the meantime, I want to thank you again for your help and patience.

Sincerely,

Sidney Perloe

Sidney Perloe

APPENDIX I E 7

HAVERFORD COLLEGE
HAVERFORD, PA.

April 26, 1966

Dear Mr.

As you probably know, I am engaged in a study of this year's and last year's freshman classes at Haverford. Now that you have almost finished your first year in college, I am very interested in your opinions on some of the issues I asked you about last September. Specifically, I would like you to respond to a questionnaire sometime within the next two weeks.

In appreciation of your help, I will pay you $2.00 for the approximately fifty to seventy minutes of work involved. You may complete the questionnaire in my office (305 Sharpless) Mondays through Saturdays at any time between 9 A.M. and 5.30 P.M. If the times are not convenient, I will arrange another time at your request.

It is quite important for me to have as many of the freshmen as possible participate in this final part of the research, regardless of whether you have or have not participated in the earlier parts.

Please indicate on the attached slip whether you are willing to take the questionnaire and, if you are, when you plan to do so. Return the slip to me via campus mail. Please make a note of the time on this letter as a reminder for yourself.

Early next fall I will send you a report of my research findings.

Thank you for your cooperation.

Sincerely,

Sidney Perloe

APPENDIX I E 8

HAVERFORD COLLEGE
HAVERFORD, PA.

September 6, 1966

Dear Mr.

You probably breathed a sigh of relief last May when you didn't receive a questionnaire from me. As I wrote to you last fall, my plan was to repeat with the class of '69 the study I had done with your class. This summer much of the data from the two studies were analyzed. When I finally looked at some of the results last week, it became clear that there were some surprising and large differences between the results from the two classes. At present it is impossible for me to account for these differences because I did not measure the relevant variables for your class again last spring, I cannot determine whether the discrepancy is due to differences in the classes themselves or to differences in events during 1964-65 and 1965-66. I am therefore writing to you again to ask for your help.

I would like you to fill out just one section of the questionnaire I have been using and to mail it back to me as soon as possible. It is shorter now and should take no more than 30 or 40 minutes to complete. Unfortunately my original research grant has been exhausted so that I am not able to offer you any payment for your work. I will keep my promise to report the results of the work this fall and to keep you informed as new results come in. Your help will be appreciated very much. If you do not wish to answer the questions, just return the questionnaire to me by campus mail.

Sincerely,

Sidney Perloe

P.S. It is possible that some of your views might have changed since last May. When answering the questions I would like you to try responding as you would have last May. If there has been a change, you may indicate your present opinions by placing the additional, new answer in parentheses next to the answer you would have given last May.

APPENDIX I E 9

HAVERFORD COLLEGE

DEPARTMENT OF PSYCHOLOGY

Sept. 28, 1966

Dear Mr.

A few weeks ago I wrote to you at your home about taking a relatively short questionnaire (30-40 minutes). The letter explained my reasons for needing the data at this time and asked you to return the questionnaire regardless of whether or not you completed it.

I have no record of having received your questionnaire. I would appreciate your filling it out and returning it as soon as you can. If you have misplaced it, I will give you an extra copy. I would also appreciate having the blank form returned if you find that you are unable to complete it.

Thank you.

Sincerely,

Sidney Perloe

APPENDIX II A

List of Item Correspondences Among Item and Variable Numbers of Several Forms and Factor Analyses of Social Values Questionnaire

Form C	Form D	Form B		Form A		
Item No.[1]	Item No.	Item No.[1]	Var. No.	Item No.	Centr. Var. No.	Prin. Comp. Var. No.
1	-	11	11	13	12	9
2	1	1	1	1	1	1
3	2	2	2	2	2	2
4	-	3	3	4	4	4
5	3	5	5	9	8	6
6	4	6	6	10	9	7
7	5	7		11	10	8
8	6	8	8	3	3	3
9	9	9	9	66	55	49
10	-	10	10	12	11	-
11	7	12	12	14	13	10
12	8	13	13	15	-	-
13	10	14	14	16	14	11
14	11	15	15	19	17	14
15	12	17	17	23	20	16
16	13	18	18	28	22	17
17	-	19	19	30	24	19
18	14	21	21	33	26	21
19	15	22	22	31	-	-
20	16	24	24	35	28	23
21	-	25	25	36	29	24
22	22	26	26	38	31	26
23	17	28	27	41	34	29
24	18	29	28	43	36	31
25	19	30	29	44	37	-
26	-	31	30	27	21	-
27	21	32	31	45	38	32
28	23	33	32	46	39	33
29	24	34	33	47	40	34
30	25	35	34	49	41	35
31	26	36	35	51	43	37
32	-	37	36	107	92	84
33	28	38	37	52	44	38
34	29	39	38	17	15	12
35	30	40	39	53	45	39
36	31	41	40	54	46	40
37	32	42	41	55	-	-
38	33	43	42	56	47	41
39	-	44	43	29	23	18
40	35	45	44	57	48	42
41	36	46	45	78	67	61

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[1] Item and variable numbers were the same in both factor analyses of Form C and in the centroid analyses of Form B.

APPENDIX II A (cont'd)

42	37	47	46	58	49	43
43	38	49	48	60	51	45
44	39	50	49	62	52	46
45	-	51	50	64	53	47
46	40	52	51	65	54	48
47	41	54	53	68	57	51
48	42	55	54	70	59	53
49	43	56	55	67	56	50
50	44	57	56	74	63	57
51	45	58	57	75	64	58
52	46	59	58	77	66	60
53	47	60	59	80	68	62
54	48	61	60	81	69	63
55	49	62	61	82	70	64
56	50	63	62	83	71	-
57	51	64	63	84	72	65
58	52	65	64	85	73	-
59	53	66	65	86	74	66
60	54	67	66	72	61	55
61	55	68	67	87	75	67
62	56	69	68	88	76	68
63	57	70	69	90	78	70
64	58	71	70	91	79	71
65	59	73	72	93	81	73
66	60	74	73	94	82	74
67	61	75	74	95	83	75
68	62	76	75	96	84	76
69	63	77	76	98	85	77
70	64	78	77	97	-	-
71	65	79	78	99	86	78
72	66	80	79	42	35	30
73	67	81	80	101	88	80
74	68	82	81	102	89	81
75	69	83	82	104	90	82
76	70	84	83	106	91	83
77	71	85	84	105	-	-
78	-	86	85	108	93	85
79	73	87	86	109	94	86
80	74	88	87	110	95	87
81	-	89	88	111	96	88
82	72	90	89	112	97	89
83	75	91	90	113	98	90
84	76	92	91	114	99	91
85	77	93	92	115	100	92
86	78	94	93	100	87	79
87	79	95	94	116	101	93
88	80	96	95	117	102	94
89	81	97	96	118	103	95
90	82	98	97	119	104	96
91	83	99	98	121	106	98
92	84	100	99	122	107	99
93	85	101	100	123	108	100
94	86	102	101	124	109	101
95	87	103	102	125	110	102
96	88	104	103	126	111	103
97	89	105	104	127	112	104
98	90	106	105	128	113	105
99	91	108	107	130	115	107
100	92	109	108	131	116	108
101	93	110	109	133	118	110

APPENDIX II A (cont'd)

102	94	111	110	120	105	97
-		-	-	5	5	-
-	-	-	-	6	6	-
-	-	4	4	7	7	5
-	-	-	-	18	16	13
-	-	-	-	8	-	-
-	-	-	-	20	-	-
-	-	-	-	21	18	-
-	-	16	16	22	19	15
-	-	-	-	24	-	-
-	-	-	-	25	-	-
-	-	-	-	26	-	-
-	-	20	20	32	25	20
-	-	23	23	34	27	22
-	-	-	*	37	30	25
-	-	-	-	39	32	27
-	-	27	-	40	33	28
-	-	-	-	48	-	-
-	-	53	52	50	42	36
-	-	48	47	59	50	44
-	-	-	-	61	-	-
-	-	-	-	63	-	-
-	-	-	-	69	58	52
-	-	-	-	71	60	54
-	-	-	-	73	62	56
-	-	-	-	76	65	59
-	-	-	-	79	-	-
-	-	-	-	89	77	69
-	-	72	71	92	80	72
-	-	-		103	-	-
-	-	107	106	129	114	106
-	-	-		132	117	109

APPENDIX II B 1
Item Statistics-SVQ-Form A
Haverford Ss, Spring 1964

Item Number	Mean Rating	Standard Deviation	Variance	Sum of Ratings	Sum of Sq. Ratings	N
1	3.3898	1.4023	1.96667624	200	794	59
2	2.7797	1.1654	1.35823039	164	536	59
3	2.6102	1.4263	2.03447286	154	522	59
4	2.4576	1.0628	1.12956046	145	423	59
5	3.4915	1.2805	1.63975869	206	816	59
6	3.4068	1.5957	2.54639471	201	835	59
7	4.1695	1.2642	1.59839127	246	1120	59
8	2.6610	1.1587	1.34271761	157	497	59
9	2.4746	1.2803	1.63918414	146	458	59
10	1.9831	1.2553	1.57598392	117	325	59
11	4.7627	1.4652	2.14708417	281	1465	59
12	3.1356	1.3586	1.84602126	185	689	59
13	2.0169	1.0812	1.16920426	119	309	59
14	2.3898	1.1934	1.42430336	141	421	59
15	4.9153	1.1540	1.33180120	290	1504	59
16	4.1864	1.5123	2.28727377	247	1169	59
17	3.0847	1.1540	1.33180121	182	640	59
18	2.5424	1.3317	1.77362827	150	486	59
19	2.0847	1.1686	1.36569951	123	337	59
20	2.0678	1.1769	1.38523413	122	334	59
21	2.6780	1.1994	1.43866705	158	508	59
22	3.8814	1.3788	1.90117782	229	1001	59
23	3.0847	1.3056	1.70468256	182	662	59
24	3.8475	1.5273	2.33266303	227	1011	59
25	5.0508	1.1412	1.30249928	298	1582	59
26	3.5593	1.3311	1.77190463	210	852	59
27	2.9492	1.3582	1.84487216	174	622	59
28	3.5763	1.2240	1.49841999	211	843	59
29	3.1864	1.4783	2.18557886	188	728	59
30	3.2034	1.2592	1.58575122	189	699	59
31	3.5932	1.2771	1.63114048	212	858	59
32	4.4576	1.2930	1.67193335	263	1271	59
33	1.8644	.9992	.99856363	110	264	59
34	2.1695	1.2776	1.63228957	128	374	59
35	4.8305	.9233	.85262856	285	1427	59
36	3.5593	1.4988	2.24648090	210	880	59
37	4.6610	1.0351	1.07153117	275	1345	59
38	3.6949	1.2108	1.46624533	218	892	59
39	3.2034	1.1900	1.41625969	189	689	59
40	3.2373	1.4419	2.07928756	191	741	59
41	3.1356	1.5672	2.45619075	185	725	59
42	2.4407	.9789	.95834531	144	408	59
43	2.6271	1.1774	1.38638322	155	489	59
44	2.3220	1.0486	1.09968400	137	383	59
45	3.3729	1.4946	2.23384085	199	803	59
46	4.4915	1.4886	2.21602988	265	1321	59
47	3.8644	1.3078	1.71042804	228	982	59
48	2.7797	1.5521	2.40907785	164	598	59
49	4.7119	1.0584	1.12036771	278	1376	59
50	3.4407	1.2658	1.60241310	203	793	59
51	4.1695	1.1811	1.39500144	246	1108	59
52	3.7288	1.5051	2.26544097	220	954	59
53	3.1186	1.4507	2.10456765	184	698	59
54	2.6780	1.3708	1.87934502	158	534	59
55	3.0508	1.2943	1.67538064	180	648	59
56	3.2542	1.1585	1.34214306	192	704	59
57	4.0508	1.2679	1.60758403	239	1063	59
58	3.4915	1.4772	2.18213158	206	848	59
59	4.5254	1.1840	1.40189600	267	1291	59
60	3.9153	1.3935	1.94197070	231	1019	59

APPENDIX II B 1 (cont'd)

Item Number	Mean Rating	Standard Deviation	Variance	Sum of Ratings	Sum of Sq. Ratings	N
61	2.9831	1.4437	2.08445849	176	648	59
62	3.1186	1.2362	1.52829647	184	664	59
63	2.7797	1.3786	1.90060327	164	568	59
64	4.5424	1.2257	1.50244183	268	1306	59
65	2.6610	1.2297	1.51220914	157	507	59
66	3.5593	1.2923	1.67020971	210	846	59
67	4.6441	1.1609	1.34788854	274	1352	59
68	4.2203	1.3157	1.73111175	249	1153	59
69	3.5593	1.3438	1.80580293	210	854	59
70	3.7627	1.1980	1.43521977	222	920	59
71	2.9322	1.0554	1.11404769	173	573	59
72	2.4237	1.3679	1.87130135	143	457	59
73	2.4915	.9978	.99569089	147	425	59
74	4.2373	1.2667	1.60471129	250	1154	59
75	3.0678	1.2604	1.58862396	181	649	59
76	3.9153	1.2794	1.63688595	231	1001	59
77	3.9153	1.3565	1.84027579	231	1013	59
78	4.0847	1.2526	1.56908934	241	1077	59
79	4.6949	1.3309	1.77133008	277	1405	59
80	3.6949	1.5321	2.34760126	218	944	59
81	4.7458	1.2431	1.54553289	280	1420	59
82	4.7119	1.2219	1.49324906	278	1398	59
83	4.6441	1.3246	1.75466820	274	1376	59
84	3.3390	1.3354	1.78339559	197	763	59
85	2.3559	1.1010	1.21229531	139	399	59
86	3.5763	1.3802	1.90519965	211	867	59
87	4.1017	1.3109	1.71847170	242	1094	59
88	4.7119	1.3784	1.90002873	278	1422	59
89	2.1186	1.1362	1.29100833	125	341	59
90	2.6610	1.3226	1.74949727	157	521	59
91	3.1695	1.2507	1.56449296	187	685	59
92	2.7966	.9704	.94168342	165	517	59
93	4.2881	1.1357	1.28985923	253	1161	59
94	3.9322	1.2737	1.62252226	232	1008	59
95	2.4576	.9446	.89227234	145	409	59
96	4.3220	1.2273	1.50646366	255	1191	59
97	3.3220	1.2681	1.60815858	196	746	59
98	4.3220	1.3584	1.84544671	255	1211	59
99	2.6271	1.2473	1.55587475	155	499	59
100	3.4407	1.4174	2.00919276	203	817	59
101	4.6949	1.0456	1.09336398	277	1365	59
102	2.3220	1.0486	1.09968400	137	383	59
103	3.8644	1.1116	1.23585177	228	954	59
104	3.5254	1.2123	1.46969261	208	820	59
105	3.5254	1.2803	1.63918414	208	830	59
106	3.0000	1.1644	1.35593220	177	611	59
107	2.6102	1.2075	1.45820167	154	488	59
108	3.9831	1.1570	1.33869578	235	1015	59
109	3.8136	1.4198	2.01608733	225	977	59
110	3.4746	1.3821	1.91037059	205	825	59
111	4.1186	1.0749	1.15541511	243	1069	59
112	2.6441	1.1462	1.31399024	156	490	59
113	3.7627	1.3572	1.84199942	222	944	59
114	4.0169	1.3211	1.74547544	237	1055	59
115	2.8305	1.0916	1.19161161	167	543	59
116	3.0847	1.2113	1.46729443	182	648	59
117	2.7797	1.3908	1.93450159	164	570	59
118	4.5085	1.1255	1.26687734	266	1274	59

APPENDIX II B 2
Item Statistics-SVQ-Form A
Bryn Mawr Ss, Spring 1964

Item Number	Mean Rating	Standard Deviation	Variance	Sum of Ratings	Sum of Sq. Ratings	N
1	3.3666-	1.4019	1.96555556	101-	399	30
2	3.4999-	1.5000	2.25000000	105-	435	30
3	2.8332-	1.5509	2.40555555	85-	313	30
4	2.6666-	1.3249	1.75555556	80-	266	30
5	3.4666-	1.6069	2.58222222	104-	438	30
6	3.6999-	1.3940	1.94333333	111-	469	30
7	4.8332-	1.2133	1.47222222	145-	745	30
8	3.1332-	1.4313	2.04888889	94-	356	30
9	2.2999-	1.1590	1.34333333	69-	199	30
10	1.9666-	1.2512	1.56555555	59-	163	30
11	5.2666-	1.2631	1.59555555	158-	880	30
12	3.1332-	1.5216	2.31555555	94-	364	30
13	2.1666-	1.2931	1.67222223	65-	191	30
14	2.5999-	1.6248	2.64000000	78-	282	30
15	4.6666-	1.6799	2.82222222	140-	738	30
16	4.0999-	1.6196	2.62333333	123-	583	30
17	3.2666-	1.3148	1.72888889	98-	372	30
18	3.6332-	1.6224	2.63222222	109-	475	30
19	1.9666-	1.5162	2.29888889	59-	185	30
20	2.2332-	1.3337	1.77888889	67-	203	30
21	2.5332-	1.2310	1.51555555	76-	238	30
22	3.5332-	1.4313	2.04888889	106-	436	30
23	3.3666-	1.3780	1.89888889	101-	397	30
24	4.4666-	1.5216	2.31555556	134-	668	30
25	5.7666-	.4955	.24555556	173-	1005	30
26	2.8999-	1.6196	2.62333333	87-	331	30
27	3.1666-	1.2133	1.47222222	95-	345	30
28	3.9999-	1.3662	1.86666667	120-	536	30
29	3.5332-	1.8024	3.24888889	106-	472	30
30	3.4999-	1.2845	1.65000000	105-	417	30
31	4.0332-	1.1967	1.43222222	121-	531	30
32	4.9999-	.9660	.93333333	150-	778	30
33	1.6666-	.9775	.95555555	50-	112	30
34	1.7666-	1.1742	1.37888889	53-	135	30
35	5.2666-	1.0306	1.06222222	158-	864	30
36	4.8666-	1.1469	1.31555556	146-	750	30
37	4.8999-	.9433	.89000000	147-	747	30
38	3.6332-	1.2512	1.56555556	109-	443	30
39	4.0999-	1.2741	1.62333333	123-	553	30
40	2.9999-	1.4375	2.06666667	90-	332	30
41	3.0999-	1.5351	2.35666667	93-	359	30
42	2.4332-	.9893	.97888889	73-	207	30
43	2.9999-	1.4605	2.13333333	90-	334	30
44	2.7666-	1.3085	1.71222223	83-	281	30
45	3.1332-	1.6878	2.84888889	94-	380	30
46	4.8999-	1.1930	1.42333333	147-	763	30
47	3.5332-	1.4544	2.11555556	106-	438	30
48	2.9332-	1.6519	2.72888889	88-	340	30
49	4.6999-	1.2688	1.61000000	141-	711	30
50	4.3332-	1.3743	1.88888889	130-	620	30
51	4.7666-	.9195	.84555556	143-	707	30
52	4.1999-	1.5577	2.42666667	126-	602	30
53	2.9999-	1.4142	2.00000000	90-	330	30
54	2.2666-	1.3148	1.72888889	68-	206	30
55	3.3999-	1.6041	2.57333333	102-	424	30
56	3.4999-	1.3844	1.91666667	105-	425	30
57	4.5666-	.9551	.91222223	137-	653	30
58	2.6332-	1.6428	2.69888889	79-	289	30
59	4.6666-	1.2472	1.55555555	140-	700	30
60	4.0666-	1.3888	1.92888889	122-	554	30

APPENDIX II B 2 (cont'd)

Item Number	Mean Rating	Standard Deviation	Variance	Sum of Ratings	Sum of Sq. Ratings	N
61	3.7999-	1.5362	2.36000000	114-	504	30
62	3.4999-	1.3102	1.71666667	105-	419	30
63	2.4666-	1.5648	2.44888889	74-	256	30
64	4.9332-	1.3399	1.79555555	148-	784	30
65	2.1666-	.7781	.60555556	65-	159	30
66	3.1999-	1.5143	2.29333333	96-	376	30
67	4.8666-	1.1756	1.38222223	146-	752	30
68	4.6332-	1.2242	1.49888889	139-	689	30
69	3.8999-	1.5567	2.42333333	117-	529	30
70	3.2666-	1.4590	2.12888889	98-	384	30
71	3.0332-	1.1967	1.43222222	91-	319	30
72	2.1332-	1.1756	1.38222222	64-	178	30
73	2.3332-	1.2202	1.48888889	70-	208	30
74	4.0666-	1.5260	2.32888889	122-	566	30
75	3.0332-	1.2775	1.63222222	91-	325	30
76	4.4999-	1.1761	1.38333333	135-	649	30
77	4.2999-	1.4410	2.07666667	129-	617	30
78	4.0332-	1.3535	1.83222222	121-	543	30
79	4.6999-	1.2151	1.47666667	141-	707	30
80	4.7332-	1.3646	1.86222223	142-	728	30
81	5.0332-	1.1100	1.23222223	151-	797	30
82	5.3666-	.9122	.83222222	161-	889	30
83	5.1332-	.9213	.84888889	154-	816	30
84	3.8999-	1.5567	2.42333333	117-	529	30
85	1.8666-	1.0241	1.04888889	56-	136	30
86	3.6999-	1.3940	1.94333333	111-	469	30
87	4.3666-	1.3780	1.89888889	131-	629	30
88	5.1666-	1.2133	1.47222223	155-	845	30
89	2.4666-	1.4544	2.11555556	74-	246	30
90	2.4332-	1.4302	2.04555556	73-	239	30
91	3.6666-	1.3984	1.95555556	110-	462	30
92	3.0332-	1.3287	1.76555556	91-	329	30
93	4.3332-	1.1352	1.28888889	130-	602	30
94	4.2332-	1.2565	1.57888889	127-	585	30
95	2.4999-	1.2041	1.45000000	75-	231	30
96	4.5666-	1.2023	1.44555556	137-	669	30
97	3.2666-	1.2092	1.46222222	98-	364	30
98	4.3999-	1.4966	2.24000000	132-	648	30
99	2.4999-	1.1474	1.31666667	75-	227	30
100	3.7999-	1.2489	1.56000000	114-	480	30
101	4.7332-	.9637	.92888889	142-	700	30
102	1.6999-	.8225	.67666667	51-	107	30
103	4.1999-	1.1661	1.36000000	126-	570	30
104	3.9666-	1.3780	1.89888889	119-	529	30
105	3.6999-	1.1874	1.41000000	111-	453	30
106	3.6666-	1.1925	1.42222223	110-	446	30
107	2.6999-	1.1590	1.34333333	81-	259	30
108	3.6666-	1.4220	2.02222223	110-	464	30
109	3.5666-	1.4067	1.97888889	107-	441	30
110	3.0666-	1.2092	1.46222223	92-	326	30
111	4.6332-	1.2775	1.63222222	139-	693	30
112	2.5332-	1.2578	1.58222222	76-	240	30
113	3.5999-	1.3316	1.77333333	108-	442	30
114	4.8332-	1.4624	2.13888889	145-	765	30
115	3.3332-	1.4452	2.08888889	100-	396	30
116	2.6999-	1.2423	1.54333333	81-	265	30
117	2.1666-	1.4161	2.00555556	65-	201	30
118	5.0666-	1.2092	1.46222222	152-	814	30

APPENDIX II B 3

Form A Data

Tests of Differences Between Haverford and Bryn Mawr Mean SVQ Item Ratings

Item No. Hav.	Item No. B.M.	t	df	F ratio of sample variances	Hav. Mean Rating	B.M. Mean Rating	Hav. St. Dev.	B.M. St. Dev.	Form Hav. N	Form B.M. N
1	1	.0726-	87	1.0005	3.3897-	3.3666-	1.4023	1.4019	59	30
2	2	2.4658	87	1.6566	2.7796-	3.4999-	1.1654	1.5000	59	30
3	3	.6693	87	1.1824	2.6101-	2.8332-	1.4263	1.5509	59	30
4	4	.7962	87	1.5542	2.4575-	2.6666-	1.0628	1.3249	59	30
5	5	.0781-	87	1.5748	3.4914-	3.4666-	1.2805	1.6069	59	30
6	6	.8445	87	1.3102	3.4067-	3.6999-	1.5957	1.3940	59	30
7	7	2.3464	87	1.0856	4.1694-	4.8332-	1.2642	1.2133	59	30
8	8	1.6563	87	1.5258	2.6609-	3.1332-	1.1587	1.4313	59	30
9	9	.6204-	87	1.2202	2.4745-	2.2999-	1.2803	1.1590	59	30
10	10	.0576-	87	1.0066	1.9830-	1.9666-	1.2553	1.2512	59	30
11	11	1.5868	87	1.3456	4.7626-	5.2666-	1.4652	1.2631	59	30
12	12	.0071-	87	1.2543	3.1355-	3.1332-	1.3586	1.5216	59	30
13	13	.5708	87	1.4302	2.0168-	2.1666-	1.0812	1.2931	59	30
14	14	.6843	87	1.8535	2.3897-	2.5999-	1.1934	1.6248	59	30
15	15	.8093-	87	2.1190	4.9152-	4.6666-	1.1540	1.6799	59	30
16	16	.2458-	87	1.1469	4.1863-	4.0999-	1.5123	1.6196	59	30
17	17	.6628	87	1.2980	3.0846-	3.2666-	1.1540	1.3148	59	30
18	18	3.3487	87	1.4841	2.5423-	3.6332-	1.3317	1.6224	59	30
19	19	.4013-	87	1.6833	2.0846-	1.9666-	1.1686	1.5162	59	30
20	20	.5922	87	1.2841	2.0677-	2.2332-	1.1769	1.3337	59	30
21	21	.5271-	87	1.0534	2.6779-	2.5332-	1.1994	1.2310	59	30
22	22	1.0985-	87	1.0776	3.8813-	3.5332-	1.3788	1.4313	59	30
23	23	.9345	87	1.1139	3.0846-	3.3666-	1.3056	1.3780	59	30
24	24	1.7897	87	1.0073	3.8474-	4.4666-	1.5273	1.5216	59	30
25	25	3.2449	87	5.3050	5.0507-	5.7666-	1.1412	.4955	59	30
26	26	2.0259-	87	1.4805	3.5592-	2.8999-	1.3311	1.6196	59	30
27	27	.7313	87	1.2530	2.9491-	3.1666-	1.3582	1.2133	59	30
28	28	1.4666	87	1.2457	3.5762-	3.9999-	1.2240	1.3662	59	30
29	29	.9569	87	1.4865	3.1863-	3.5332-	1.4783	1.8024	59	30
30	30	1.0314	87	1.0405	3.2033-	3.4999-	1.2592	1.2845	59	30
31	31	1.5515	87	1.1388	3.5931-	4.0332-	1.2771	1.1967	59	30
32	32	2.0048	87	1.7913	4.4575-	4.9999-	1.2930	.9660	59	30
33	33	.8787-	87	1.0450	1.8643-	1.6666-	.9992	.9775	59	30
34	34	1.4279-	87	1.1837	2.1694-	1.7666-	1.2776	1.1742	59	30
35	35	2.0015	87	1.2458	4.8304-	5.2666-	.9233	1.0306	59	30
36	36	4.1465	87	1.7076	3.5592-	4.8666-	1.4988	1.1469	59	30
37	37	1.0483	87	1.2039	4.6609-	4.8999-	1.0351	.9433	59	30
38	38	.2217-	87	1.0677	3.6948-	3.6332-	1.2108	1.2512	59	30
39	39	3.2429	87	1.1462	3.2033-	4.0999-	1.1900	1.2741	59	30
40	40	.7263-	87	1.0060	3.2372-	2.9999-	1.4419	1.4375	59	30
41	41	.1008-	87	1.0422	3.1355-	3.0999-	1.5672	1.5251	59	30
42	42	.0332-	87	1.0213	2.4406-	2.4332-	.9789	.9893	59	30
43	43	1.2846	87	1.5388	2.6270-	2.9999-	1.1774	1.4605	59	30
44	44	1.7156	87	1.5571	2.3219-	2.7666-	1.0486	1.3085	59	30
45	45	.6761-	87	1.2753	3.3728-	3.1332-	1.4946	1.6878	59	30
46	46	1.2902	87	1.5569	4.4914-	4.8999-	1.4886	1.1930	59	30
47	47	1.0741-	87	1.2368	3.8643-	3.5332-	1.3078	1.4544	59	30
48	48	.4268	87	1.1327	2.7796-	2.9332-	1.5521	1.6519	59	30
49	49	.0462-	87	1.4371	4.7118-	4.6999-	1.0584	1.2688	59	30
50	50	3.0193	87	1.1787	3.4406-	4.3332-	1.2658	1.3743	59	30
51	51	2.3239	87	1.6439	4.1694-	4.7666-	1.1811	.9196	59	30
52	52	1.3640	87	1.0711	3.7287-	4.1999-	1.5051	1.5577	59	30
53	53	.3635-	87	1.0522	3.1185-	2.9999-	1.4507	1.4142	59	30
54	54	1.3410-	87	1.0870	2.6779-	2.2666-	1.3708	1.3148	59	30
55	55	1.0947	87	1.5360	3.0507-	3.3999-	1.2943	1.6041	59	30
56	56	.8745	87	1.4280	3.2541-	3.4999-	1.1585	1.3844	59	30
57	57	1.9411	87	1.7622	4.0507-	4.5666-	1.2679	.9551	59	30
58	58	2.4650-	87	1.2367	3.4914-	2.6332-	1.4772	1.6428	59	30
59	59	.5167	87	1.1096	4.5253-	4.6666-	1.1840	1.2472	59	30
60	60	.4795	87	1.0067	3.9152-	4.0666-	1.3935	1.3888	59	30

APPENDIX IIB 3 (cont'd)

Item No. Hav.	B.M.	t	df	F ratio of sample variances	Hav. Mean Rating	B.M. Mean Rating	Hav. St. Dev.	B.M. St. Dev.	Form Hav. N	B.M. N
61	61	2.4409	87	1.1322	2.9830-	3.7999-	1.4437	1.5362	59	30
62	62	1.3328	87	1.1232	3.1185-	3.4999-	1.2362	1.3102	59	30
63	63	.9556-	87	1.2884	2.7796-	2.4666-	1.3786	1.5649	59	30
64	64	1.3620	87	1.1950	4.5423-	4.0332-	1.2257	1.3399	59	30
65	65	1.9841-	87	2.4974	2.6609-	2.1666-	1.2297	.7781	59	30
66	66	1.1553-	87	1.3730	3.5592-	3.1999-	1.2923	1.5143	59	30
67	67	.8417	87	1.0255	4.6440-	4.8666-	1.1609	1.1756	59	30
68	68	1.4164	87	1.1549	4.2202-	4.6332-	1.3157	1.2242	59	30
69	69	1.0585	87	1.3419	3.5592-	3.8999-	1.3438	1.5567	59	30
70	70	1.6927-	87	1.4832	3.7626-	3.2666-	1.1980	1.4590	59	30
71	71	.4033	87	1.2856	2.9321-	3.0332-	1.0554	1.1967	59	30
72	72	.9801-	87	1.3538	2.4236-	2.1332-	1.3679	1.1756	59	30
73	73	.6471-	87	1.4953	2.4914-	2.3332-	.9978	1.2202	59	30
74	74	.5532-	87	1.4512	4.2372-	4.0666-	1.2667	1.5260	59	30
75	75	.1201-	87	1.0274	3.0677-	3.0332-	1.2604	1.2775	59	30
76	76	2.0697	87	1.1832	3.9152-	4.4999-	1.2794	1.1761	59	30
77	77	1.2241	87	1.1284	3.9152-	4.2999-	1.3565	1.4410	59	30
78	78	.1760-	87	1.1677	4.0846-	4.0332-	1.2526	1.3535	59	30
79	79	.0173	87	1.1995	4.6948-	4.6999-	1.3309	1.2151	59	30
80	80	3.0981	87	1.2606	3.6948-	4.7332-	1.5321	1.3646	59	30
81	81	1.0563	87	1.2542	4.7457-	5.0332-	1.2431	1.1100	59	30
82	82	2.5614	87	1.7942	4.7118-	5.3666-	1.2219	.9122	59	30
83	83	1.7916	87	2.0671	4.6440-	5.1332-	1.3246	.9213	59	30
84	84	1.7494	87	1.3588	3.3389-	3.8999-	1.3354	1.5567	59	30
85	85	2.0051-	87	1.1557	2.3558-	1.8666-	1.1010	1.0241	59	30
86	86	.3938	87	1.0200	3.5762-	3.6999-	1.3802	1.3940	59	30
87	87	.8759	87	1.1049	4.1016-	4.3666-	1.3109	1.3780	59	30
88	88	1.5133	87	1.2905	4.7118-	5.1666-	1.3794	1.2133	59	30
89	89	1.2253	87	1.6386	2.1185-	2.4666-	1.1362	1.4544	59	30
90	90	.7382-	87	1.1692	2.6609-	2.4332-	1.3225	1.4302	59	30
91	91	1.7712	87	1.0174	3.1016-	3.6666-	1.4105	1.3984	59	30
92	92	1.1834	87	1.1769	2.6948-	3.0332-	1.2248	1.3287	59	30
93	93	.6333	87	2.1063	4.1185-	4.3332-	1.6475	1.1352	59	30
94	94	1.3196	87	1.8537	3.7626-	4.2332-	1.7107	1.2565	59	30
95	95	.4264	87	1.1876	2.3897-	2.4999-	1.1049	1.2041	59	30
96	96	1.2196	87	2.2298	4.1185-	4.5666-	1.7953	1.2023	59	30
97	97	.1952-	87	1.0997	3.3219-	3.2666-	1.2681	1.2092	59	30
98	98	.2445	87	1.2138	4.3219-	4.3999-	1.3584	1.4966	59	30
99	99	.4613-	87	1.1816	2.6270-	2.4999-	1.2473	1.1474	59	30
J00	J00	1.1622	87	1.2878	3.4406-	3.7999-	1.4174	1.2489	59	30
J01	J01	.1661	87	1.1771	4.6948-	4.7332-	1.0456	.9637	59	30
J02	J02	2.8033-	87	1.6251	2.3219-	1.6999-	1.0486	.8225	59	30
J03	J03	1.3090	87	1.1005	3.8643-	4.1999-	1.1116	1.1661	59	30
J04	J04	1.5314	87	1.2920	3.5253-	3.7666-	1.2123	1.3780	59	30
J05	J05	.6159	87	1.1624	3.5253-	3.6999-	1.2803	1.1874	59	30
J06	J06	2.5039	87	1.0488	2.9999-	3.6666-	1.1644	1.1925	59	30
J07	J07	.3323	87	1.0855	2.6101-	2.6999-	1.2075	1.1590	59	30
J08	J08	1.1137-	87	1.5106	3.9830-	3.6666-	1.1570	1.4220	59	30
J09	J09	.7690-	87	1.0187	3.8135-	3.5666-	1.4198	1.4067	59	30
J10	J10	1.3559-	87	1.3064	3.4745-	3.0666-	1.3821	1.2092	59	30
J11	J11	1.9781	87	1.4126	4.1185-	4.6332-	1.0749	1.2775	59	30
J12	J12	.4122-	87	1.2042	2.6440-	2.5332-	1.1462	1.2578	59	30
J13	J13	.5319-	87	1.0386	3.7626-	3.5999-	1.3572	1.3316	59	30
J14	J14	2.6266	87	1.2253	4.0168-	4.8332-	1.3211	1.4624	59	30
J15	J15	1.8137	87	1.7529	2.8304-	3.3332-	1.0916	1.4452	59	30
J16	J16	1.3881-	87	1.0517	3.0846-	2.6999-	1.2113	1.2423	59	30
J17	J17	1.9313-	87	1.0367	2.7796-	2.1666-	1.3308	1.4161	59	30
J18	J18	2.1319	87	1.1542	4.5084-	5.0666-	1.1255	1.2092	59	30

APPENDIX II C
Item Statistics-SVQ-Form B
Haverford Freshmen, Class of 1968
Summer 1964

Item Number	Mean Rating	Standard Deviation	Variance	Sum of Ratings	Sum of Sq. Ratings	N
1	4.0932	1.3466	1.81334387	483	2191	118
2	2.4746	1.3129	1.72392991	292	926	118
3	1.9068	.7917	.62690718	225	503	118
4	4.3475	1.2978	1.68435794	513	2429	118
5	2.6949	1.1237	1.26285550	318	1006	118
6	2.0424	1.2446	1.54905199	241	675	118
7	1.9153	1.2390	1.53519104	226	614	118
8	1.6017	.7717	.59559035	189	373	118
9	2.4407	1.1611	1.34817582	288	862	118
10	4.4322	1.5041	2.26235277	523	2585	118
11	1.9915	1.0695	1.14399598	235	603	118
12	1.9068	1.0575	1.11842861	225	561	118
13	2.5508	1.1092	1.23046539	301	913	118
14	2.0932	1.2418	1.54215742	247	699	118
15	2.8814	1.5079	2.27405918	340	1248	118
16	2.0000	1.2212	1.49152542	236	648	118
17	2.0847	1.0298	1.06061476	246	638	118
18	4.3390	1.5082	2.27492100	512	2490	118
19	4.4831	1.2332	1.52089917	529	2551	118
20	5.0424	1.0447	1.09142488	595	3129	118
21	2.7966	1.4989	2.24676817	330	1188	118
22	3.1695	1.4338	2.05601839	374	1428	118
23	2.5678	1.3114	1.71997989	303	981	118
24	2.6864	1.2398	1.53727377	317	1033	118
25	3.1356	1.5233	2.32059753	370	1434	118
26	3.6949	1.3561	1.83912669	436	1828	118
27	1.3559	.7868	.61907498	160	290	118
28	1.7881	1.0403	1.08223212	211	505	118
29	3.9492	1.4720	2.16690606	466	2096	118
30	4.7712	1.0846	1.17645792	563	2825	118
31	2.9661	1.4667	2.15139328	350	1292	118
32	3.3983	1.2083	1.45999713	401	1535	118
33	3.5508	1.3814	1.90843148	419	1713	118
34	3.1695	1.4746	2.17466245	374	1442	118
35	2.9237	1.4330	2.05350474	345	1251	118
36	2.3983	1.1870	1.40914967	283	845	118
37	2.9492	1.2812	1.64148233	348	1220	118
38	2.5593	1.2181	1.48376904	302	948	118
39	4.7034	1.1739	1.37812410	555	2773	118
40	4.1102	1.5447	2.38616777	485	2275	118
41	4.3220	1.3396	1.79459925	510	2416	118
42	2.4153	1.1299	1.27671646	285	839	118
43	3.8729	1.2658	1.60248492	457	1959	118
44	2.8814	1.2633	1.59609307	340	1168	118
45	2.6356	1.3062	1.70619075	311	1021	118
46	4.2373	1.2397	1.53691468	500	2300	118
47	4.5254	1.0791	1.16460787	534	2554	118
48	4.5678	1.2587	1.58438667	539	2649	118
49	4.1864	1.2139	1.47371445	494	2242	118
50	3.3390	1.6479	2.71559897	394	1636	118
51	2.7203	1.2946	1.67602701	321	1071	118
52	2.6017	1.0903	1.18881069	307	939	118
53	2.4237	1.0366	1.07469118	286	820	118
54	4.3475	1.1377	1.29452747	513	2383	118
55	4.5424	1.1096	1.23125539	536	2580	118
56	3.0932	1.2688	1.60995403	365	1319	118
57	2.6441	1.2039	1.44958346	312	996	118
58	4.8390	1.0890	1.18593795	571	2903	118
59	3.0085	1.3115	1.72026716	355	1271	118
60	4.2373	1.4360	2.06233841	500	2362	118

APPENDIX II C (cont'd)

Item Number	Mean Rating	Standard Deviation	Variance	Sum of Ratings	Sum of Sq. Ratings	N
61	3.9831	1.3528	1.83022120	470	2088	118
62	3.8644	1.4137	1.99856363	456	1998	118
63	2.4237	1.0767	1.15943695	286	830	118
64	2.6949	1.3498	1.82217753	318	1072	118
65	2.3305	1.0089	1.01788279	275	761	118
66	3.7542	1.3014	1.69383797	443	1863	118
67	2.7797	1.3475	1.81585751	328	1126	118
68	2.7458	1.1658	1.35909221	324	1050	118
69	4.2712	1.0468	1.09594944	504	2282	118
70	3.6441	1.4053	1.97500718	430	1800	118
71	4.9915	.9251	.85586038	589	3041	118
72	3.9407	1.2708	1.61512497	465	2023	118
73	4.2373	1.2667	1.60471129	500	2308	118
74	5.0169	1.0413	1.08445849	592	3098	118
75	3.5593	1.3811	1.90749785	420	1720	118
76	3.2119	1.3520	1.82799483	379	1433	118
77	1.9322	.9272	.85981040	228	542	118
78	3.8644	1.2683	1.60873312	456	1952	118
79	3.9831	1.1348	1.28784532	470	2024	118
80	4.6271	1.1482	1.31858661	546	2682	118
81	4.2288	1.5371	2.36289859	499	2389	118
82	2.2458	1.1639	1.35485492	265	755	118
83	2.4153	1.3674	1.86993680	285	909	118
84	2.8390	1.2620	1.59271761	335	1139	118
85	3.7119	1.2696	1.61189314	438	1816	118
86	4.3475	1.1377	1.29452743	513	2383	118
87	4.0847	1.2390	1.53519103	482	2150	118
88	2.3983	.9754	.95152255	283	791	118
89	4.7966	1.0700	1.14507325	566	2850	118
90	2.9322	1.3449	1.80896294	346	1228	118
91	4.0847	1.4647	2.14536052	482	2222	118
92	2.2288	1.0768	1.15950876	263	723	118
93	3.2034	1.3873	1.92473427	378	1438	118
94	3.8729	1.2989	1.68723068	457	1969	118
95	4.8305	.8954	.80178110	570	2848	118
96	2.1017	1.1303	1.27779373	248	672	118
97	4.2881	1.1357	1.28985923	506	2322	118
98	3.5254	1.2934	1.67308245	416	1664	118
99	2.9153	1.2043	1.45044527	344	1174	118
100	2.5000	1.1842	1.40254237	295	903	118
101	3.8475	1.1544	1.33266303	454	1904	118
102	3.8898	1.4716	2.16582879	459	2041	118
103	2.9915	1.3308	1.77111462	353	1265	118
104	3.9407	1.1592	1.34393853	465	1991	118
105	2.2966	.9325	.86964953	271	725	118
106	3.7627	1.2600	1.58776214	444	1858	118
107	4.1780	1.3380	1.79036196	493	2271	118
108	2.6186	1.1418	1.30372020	309	963	118
109	3.3136	1.4826	2.19829072	391	1555	118
110	4.3814	1.2067	1.45626257	517	2437	118
111	3.7712	1.3555	1.83747486	445	1895	118

APPENDIX II D
Tests of Differences Between Mean Item Ratings on Forms A and B

Item No. B	Item No. A	t	df	F ratio of sample variances	Form B Mean Rating	Form A Mean Rating	Form B St. Dev.	Form A St. Dev.	Form B N	Form A N
1	1	3.2129	175	1.0845	4.0932	3.3897	1.3466	1.4023	118	59
2	2	1.5027-	175	1.2692	2.4746	2.7796	1.3129	1.1654	118	59
3	4	3.8529-	175	1.8017	1.9068	2.4575	.7917	1.0628	118	59
4	7	.8631	175	1.0538	4.3475	4.1694	1.2978	1.2642	118	59
5	8	.1867	175	1.0632	2.6949	2.6609	1.1237	1.1587	118	59
6	9	2.1443-	175	1.0581	2.0424	2.4745	1.2446	1.2803	118	59
7	10	.3392-	175	1.0265	1.9153	1.9830	1.2390	1.2553	118	59
8	3	6.0645-	175	3.4162	1.6017	2.6101	.7717	1.4263	118	59
9	55	3.1512-	175	1.2427	2.4407	3.0507	1.1611	1.2943	118	59
10	11	1.3816-	175	1.0537	4.4322	4.7626	1.5041	1.4652	118	59
11	12	6.0773-	175	1.6137	1.9915	3.1355	1.0695	1.3586	118	59
12	13	.6437-	175	1.0454	1.9068	2.0168	1.0575	1.0812	118	59
14	14	1.5082-	175	1.0827	2.0932	2.3897	1.2418	1.1934	118	59
15	17	.9051-	175	1.7074	2.8814	3.0846	1.5079	1.1540	118	59
16	19	.4381-	175	1.0921	2.0000	2.0846	1.2212	1.1686	118	59
17	20	.0980	175	1.3060	2.0847	2.0677	1.0298	1.1769	118	59
18	22	1.9464	175	1.1966	4.3390	3.8813	1.5082	1.3788	118	59
19	24	2.9618	175	1.5337	4.4831	3.8474	1.2332	1.5273	118	59
20	25	.0450-	175	1.1933	5.0424	5.0507	1.0447	1.1412	118	59
21	26	3.2907-	175	1.2679	2.7966	3.5592	1.4989	1.3311	118	59
23	27	1.7915-	175	1.0726	2.5678	2.9491	1.3114	1.3582	118	59
24	28	4.4943-	175	1.0258	2.6864	3.5762	1.2398	1.2240	118	59
25	29	.2095-	175	1.0617	3.1356	3.1863	1.5233	1.4783	118	59
26	31	.4771	175	1.1275	3.6949	3.5931	1.3561	1.2771	118	59
27	33	3.6717-	175	1.6130	1.3559	1.8643	.7868	.9992	118	59
28	34	2.1136-	175	1.5082	1.7881	2.1694	1.0403	1.2776	118	59
29	36	1.5421	175	1.0366	3.9492	3.5592	1.4720	1.4988	118	59
30	37	.6438	175	1.0979	4.7712	4.5609	1.0846	1.0351	118	59
31	21	1.2991	175	1.4954	2.9661	2.6779	1.4667	1.1994	118	59
32	38	1.5291-	175	1.0043	3.3983	3.6948	1.2083	1.2108	118	59
33	39	1.6407	175	1.3475	3.5508	3.2033	1.3914	1.1900	118	59
34	40	.2884-	175	1.0458	3.1695	3.2372	1.4746	1.4419	118	59
35	41	.8929-	175	1.1960	2.9237	3.1355	1.4330	1.5672	118	59
36	43	1.2046-	175	1.0164	2.3983	2.6270	1.1870	1.1774	118	59
37	92	1.2564	175	1.0941	2.9492	2.6949	1.2812	1.2248	118	59
38	44	1.2714	175	1.3493	2.5593	2.3219	1.2181	1.0486	118	59
39	15	1.1314-	175	1.0347	4.7034	4.9152	1.1739	1.1540	118	59
40	45	3.0091	175	1.0681	4.1102	3.3728	1.5447	1.4946	118	59
41	46	.7594-	175	1.2348	4.3220	4.4914	1.3396	1.4886	118	59
43	47	.0418	175	1.0673	3.8729	3.8643	1.2658	1.3078	118	59
44	23	.9918-	175	1.0650	2.8814	3.0846	1.2633	1.3056	118	59
45	48	.6446-	175	1.4119	2.6356	2.7796	1.3062	1.5521	118	59
46	67	2.0830-	175	1.1403	4.2373	4.6440	1.2397	1.1600	118	59
47	49	1.0840-	175	1.0395	4.5254	4.7118	1.0791	1.0584	118	59
48	50	5.5739	175	1.0114	4.5678	3.4406	1.2587	1.2658	118	59
49	51	.0851	175	1.0564	4.1864	4.1694	1.2139	1.1811	118	59
50	52	1.5172-	175	1.1986	3.3390	3.7287	1.6479	1.5051	118	59
51	53	1.8412-	175	1.2556	2.7203	3.1185	1.2946	1.4507	118	59
52	54	.3989-	175	1.5808	2.6017	2.6779	1.0903	1.3708	118	59
53	42	.1035-	175	1.1213	2.4237	2.4406	1.0366	.9790	118	59
54	57	1.5649	175	1.2417	4.3475	4.0507	1.1377	1.2679	118	59
55	59	.0939	175	1.1385	4.5424	4.5253	1.1096	1.1840	118	59
56	56	.8136-	175	1.1995	3.0932	3.2541	1.2688	1.1585	118	59
57	63	.6650-	175	1.3112	2.6441	2.7796	1.2039	1.3786	118	59
58	64	1.6281	175	1.2668	4.8390	4.5423	1.0890	1.2257	118	59
59	65	2.6311-	175	1.0299	3.0085	3.5592	1.3115	1.2923	118	59
60	68	.0763	175	1.1913	4.2373	4.2202	1.4360	1.3157	118	59

APPENDIX II D (cont'd)

Item No. B	Item No. A	t	df	F ratio of sample variances	Form B Mean Rating	Form A Mean Rating	Form B St. Dev.	Form A St. Dev.	Form B N	Form A N
61	69	1.9583	175	1.0135	3.9831	3.5593	1.3528	1.3438	118	59
62	70	.4717	175	1.3924	3.8644	3.7626	1.4137	1.1980	118	59
63	71	2.9637-	175	1.0437	2.4237	2.9321	1.0767	1.0554	118	59
64	72	1.2477	175	1.0270	2.6949	2.4236	1.3498	1.3679	118	59
65	73	.9981-	175	1.0222	2.3305	2.4914	1.0089	.9978	118	59
66	74	2.3349-	175	1.0555	3.7542	4.2372	1.3014	1.2667	118	59
67	61	.9184-	175	1.1479	2.7797	2.9830	1.3475	1.4437	118	59
68	75	1.6753-	175	1.1689	2.7458	3.0677	1.1658	1.2604	118	59
69	76	1.9651	175	1.4935	4.2712	3.0152	1.0468	1.2704	118	59
70	78	2.0252-	175	1.2587	3.6441	4.0846	1.4053	1.2526	118	59
71	79	1.7171	175	2.0697	4.0915	4.6948	.9251	1.3309	118	59
72	80	1.1246	175	1.4535	3.9407	3.6948	1.2708	1.5321	118	59
73	81	2.5182-	175	1.0383	4.2373	4.7457	1.2667	1.2431	118	59
74	82	1.7220	175	1.3769	5.0169	4.7118	1.0413	1.2219	118	59
75	83	4.9644-	175	1.0870	3.5593	4.6440	1.3811	1.3246	118	59
76	84	.5881-	175	1.0250	3.2119	3.3389	1.3520	1.3354	118	59
77	85	2.6721-	175	1.4098	1.9322	2.3558	.9272	1.1010	118	59
79	86	2.0762	175	1.4793	3.9831	3.5762	1.1348	1.3802	118	59
80	35	1.1754-	175	1.5464	4.6271	4.8304	1.1482	.9233	118	59
81	88	2.0267-	175	1.2435	4.2288	4.7118	1.5371	1.3784	118	59
82	89	.6874	175	1.0494	2.2458	2.1185	1.1639	1.1362	118	59
83	90	1.1322-	175	1.0688	2.4153	2.6609	1.3674	1.3226	118	59
84	91	1.2468-	175	1.2491	2.8390	3.1016	1.2620	1.4105	118	59
86	93	1.0740	175	2.0971	4.3475	4.1185	1.1377	1.6476	118	59
87	94	1.4206	175	1.9065	4.0847	3.7626	1.2390	1.7107	118	59
88	95	.0525	175	1.2831	2.3983	2.3897	.9754	1.1049	118	59
89	96	3.1193	175	2.8150	4.7966	4.1185	1.0700	1.7053	118	59
90	97	1.8412-	175	1.1248	2.9322	3.3219	1.3449	1.2681	118	59
91	98	1.0342-	175	1.1625	4.0547	4.3219	1.4647	1.3584	118	59
92	99	2.1649-	175	1.3417	2.2288	2.6270	1.0763	1.2473	118	59
93	J00	1.0584-	175	1.0438	3.2034	3.4406	1.3873	1.4174	118	59
94	87	1.0946-	175	1.0184	3.8729	4.1016	1.2089	1.3109	118	59
95	J01	.8925	175	1.3637	4.8305	4.6948	.8954	1.0456	118	59
96	J02	1.2440-	175	1.1619	3.1017	3.3219	1.1303	1.0486	118	59
97	J03	2.3434	175	1.0436	4.2881	3.8643	1.1357	1.1116	118	59
98	J04	.0004	175	1.1384	3.5254	3.5253	1.2934	1.2123	118	59
99	J06	.4428-	175	1.0696	2.9153	2.9999	1.2043	1.1644	118	59
J00	J07	.5759-	175	1.0397	2.5000	2.6101	1.1842	1.2075	118	59
J01	J08	.7314-	175	1.0045	3.8475	3.9830	1.1544	1.1570	118	59
J02	J09	.3271	175	1.0743	3.8898	3.8135	1.4716	1.4198	118	59
J03	J10	2.2341-	175	1.0785	2.9915	3.4745	1.3308	1.3821	118	59
J04	J11	.9796-	175	1.1631	3.9407	4.1185	1.1592	1.0749	118	59
J05	J12	2.1474-	175	1.5109	2.2966	2.6440	.9325	1.1462	118	59
J06	J13	.0004	175	1.1601	3.7627	3.7626	1.2600	1.3572	118	59
J07	J14	.7544	175	1.0257	4.1780	4.0168	1.3380	1.3211	118	59
J08	J15	1.1737-	175	1.0940	2.6186	2.8304	1.1418	1.0916	118	59
J09	J16	1.0214	175	1.4981	3.3136	3.0846	1.4826	1.2113	118	59
J11	J05	1.1521	175	1.1209	3.7712	3.5253	1.3555	1.2803	118	59

APPENDIX II E 1
Item Statistics-SVQ-Form C
Haverford Freshmen, Class of 1968
Spring 1965

Item Number	Mean Rating	Standard Deviation	Variance	Sum of Ratings	Sum of Sq. Ratings	N
1	1.6847	1.0043	1.00868436	187	427	111
2	4.1712	1.2866	1.65538511	463	2115	111
3	2.3153	.9953	.99066634	257	705	111
4	2.1351	.7650	.58534209	237	571	111
5	2.7207	1.0583	1.12020128	302	946	111
6	1.9910	1.0526	1.10802694	221	563	111
7	1.9730	1.1426	1.30557585	219	577	111
8	1.5946	.7638	.58339421	177	347	111
9	2.6036	1.1411	1.30232936	289	897	111
10	4.3604	1.4255	2.03230258	484	2336	111
11	1.9369	.9032	.81584287	215	507	111
12	2.4054	.8840	.78159241	267	729	111
13	2.0450	1.1499	1.32229526	227	611	111
14	2.9369	1.4096	1.98701404	326	1178	111
15	1.9459	.9476	.89797906	216	520	111
16	4.3063	1.3274	1.76203231	478	2254	111
17	4.2523	1.3915	1.93636880	472	2222	111
18	3.0270	1.5094	2.27854882	336	1270	111
19	2.6847	1.2227	1.49517084	298	966	111
20	2.5946	1.1419	1.30411493	288	892	111
21	2.9730	1.4732	2.17044071	330	1222	111
22	3.8018	1.3873	1.92468144	422	1818	111
23	2.0991	1.2077	1.45864783	233	651	111
24	3.9099	1.4429	2.08197387	434	1928	111
25	4.8468	1.1326	1.28285041	538	2750	111
26	3.0270	1.3453	1.81008035	336	1218	111
27	3.4414	1.1522	1.32765198	382	1462	111
28	3.4685	1.3139	1.72648324	385	1527	111
29	3.0721	1.1984	1.43624705	341	1207	111
30	3.1622	1.5799	2.49622596	351	1387	111
31	2.5495	1.1835	1.40069799	283	877	111
32	2.8739	1.1863	1.40751563	319	1073	111
33	2.4234	.9059	.82071260	269	743	111
34	4.7568	1.0840	1.17506696	528	2642	111
35	3.6036	1.4474	2.09512215	400	1674	111
36	4.4685	1.2721	1.61837514	496	2396	111
37	2.5045	1.0894	1.18691665	278	828	111
38	3.5045	1.3481	1.81754728	389	1565	111
39	3.0090	1.3456	1.81072964	334	1206	111
40	3.0090	1.4611	2.13505397	334	1242	111
41	4.4144	1.1347	1.28772015	490	2306	111
42	4.7027	1.1117	1.23593864	522	2592	111
43	4.1441	1.0556	1.11435760	460	2030	111
44	3.8198	1.5722	2.47203960	424	1894	111
45	2.9099	1.3459	1.81170360	323	1141	111
46	2.9730	1.2624	1.59386413	330	1158	111
47	4.5856	1.0351	1.07150394	509	2453	111
48	4.4324	1.1517	1.32651570	492	2328	111
49	3.2973	1.2705	1.61431702	366	1386	111
50	2.4775	1.1612	1.34859184	275	831	111
51	4.9009	1.0218	1.04423342	544	2782	111
52	3.2703	1.3010	1.69271975	363	1375	111
53	4.3514	1.1121	1.23691259	483	2239	111
54	3.7658	1.3751	1.89108027	418	1784	111
55	3.5586	1.3535	1.83215649	395	1609	111
56	2.8919	1.1258	1.26759192	321	1069	111
57	2.4595	1.3273	1.76186998	273	867	111
58	2.3423	.9347	.87379271	260	706	111
59	3.9189	1.1940	1.42585829	435	1863	111
60	2.5856	1.2263	1.50393637	287	909	111

APPENDIX II E 1 (cont'd)

Item Number	Mean Rating	Standard Deviation	Variance	Sum of Ratings	Sum of Sq. Ratings	N
61	2.8378	1.1112	1.23496470	315	1031	111
62	4.0541	.9284	.86194303	450	1920	111
63	3.7477	1.1890	1.41384628	416	1716	111
64	4.8559	1.0384	1.07832157	539	2737	111
65	4.0991	1.3882	1.92711631	455	2079	111
66	4.8468	1.1405	1.30086843	538	2752	111
67	3.5045	1.4696	2.15988962	389	1603	111
68	3.4414	1.3198	1.74206640	382	1508	111
69	2.1802	1.0240	1.04861618	242	644	111
70	4.0180	1.1229	1.26093662	446	1932	111
71	3.9820	1.2374	1.53120689	442	1930	111
72	4.7658	1.1851	1.40459379	529	2677	111
73	4.5135	1.3414	1.79936693	501	2461	111
74	2.4505	1.2856	1.65295025	272	850	111
75	2.5676	1.3925	1.93912832	285	947	111
76	3.1351	1.4045	1.97272948	348	1310	111
77	3.8919	1.1651	1.35768200	432	1832	111
78	4.2883	1.1499	1.32229527	476	2188	111
79	4.1712	1.1300	1.27700674	463	2073	111
80	2.6216	.9684	.93791088	291	867	111
81	4.4595	1.3068	1.70781592	495	2397	111
82	2.8649	1.3455	1.81056733	318	1112	111
83	4.1532	1.3636	1.85942700	461	2121	111
84	2.3694	1.0304	1.06176447	263	741	111
85	3.2883	1.3381	1.79076373	365	1399	111
86	3.9550	1.2330	1.52049346	439	1905	111
87	4.6667	1.0512	1.10510510	518	2540	111
88	2.0901	1.0445	1.09098288	232	606	111
90	3.6126	1.2604	1.58866975	401	1625	111
91	2.8198	1.2534	1.57113870	313	1057	111
92	2.5946	1.0343	1.06988069	288	866	111
93	4.0360	1.1144	1.24194465	448	1946	111
94	3.5135	1.4448	2.08765522	390	1602	111
95	2.9369	1.2395	1.53656359	326	1128	111
96	4.1802	1.1003	1.21077834	464	2074	111
97	2.4685	1.1610	1.34810486	274	826	111
98	3.8829	1.3472	1.81511241	431	1875	111
89	4.1712	1.1614	1.34907881	463	2081	111
99	2.9730	1.1347	1.28755783	330	1124	111
100	3.3784	1.4522	2.10908205	375	1501	111
101	4.4865	1.0472	1.09666424	498	2356	111
102	3.9550	1.3314	1.77274571	439	1933	111

APPENDIX II E 2
Form C Data, Spring 1965
Item Statistics, Haverford Upperclassmen

Item Number	Mean Rating	Standard Deviation	Variance	Sum of Ratings	Sum of Sq. Ratings	N
1	1.3889	.7556	.57098765	50	90	36
2	4.3611	1.1093	1.23070988	157	729	36
3	2.6389	1.0840	1.17515432	95	293	36
4	2.0556	.8146	.66358025	74	176	36
5	2.4167	1.1395	1.29861111	87	257	36
6	2.0556	.7049	.49691358	74	170	36
7	1.6667	.9428	.88888889	60	132	36
8	1.4444	.6849	.46913581	52	92	36
9	2.8333	.9860	.97222222	102	324	36
10	4.8333	1.3437	1.80555556	174	906	36
11	2.0278	1.0925	1.19367284	73	191	36
12	2.0000	.9428	.88888889	72	176	36
13	1.8333	.8333	.69444445	66	146	36
14	2.6944	1.5059	2.26774692	97	343	36
15	1.6389	.7510	.56404321	59	117	36
16	4.5000	1.2360	1.52777778	162	784	36
17	4.3611	1.4748	2.17515432	157	763	36
18	3.9167	1.6051	2.57638889	141	645	36
19	2.3889	1.0613	1.12654321	86	246	36
20	2.6667	1.3123	1.72222222	96	318	36
21	3.1667	1.3437	1.80555555	114	426	36
22	3.6944	1.4685	2.15663581	133	569	36
23	1.9444	1.1290	1.27469136	70	182	36
24	3.8333	1.3844	1.91666667	138	598	36
25	4.8333	.8975	.80555556	174	870	36
26	2.8333	1.6072	2.58333333	102	382	36
27	3.6111	1.1613	1.34876543	130	518	36
28	2.8611	1.0315	1.06404321	103	333	36
29	3.4722	1.3225	1.74922840	125	497	36
30	3.1944	1.6127	2.60108025	115	461	36
31	2.6389	1.1821	1.39737654	95	301	36
32	2.9722	.9856	.97145062	107	353	36
33	2.2500	.7216	.52083333	81	201	36
34	5.0556	.8146	.66358024	182	944	36
35	2.8056	1.4495	2.10108024	101	359	36
36	4.3333	1.6499	2.72222222	156	774	36
37	2.4167	1.2990	1.68750000	87	271	36
38	3.9167	1.2990	1.68750000	141	613	36
39	2.4444	1.1412	1.30246914	88	262	36
40	2.8611	1.5838	2.50848765	103	385	36
41	4.7222	1.0437	1.08950617	170	842	36
42	4.8056	1.0754	1.15663580	173	873	36
43	3.6944	1.0493	1.10108025	133	531	36
44	4.2500	1.2104	1.46527778	153	703	36
45	2.7500	1.0897	1.18750000	99	315	36
46	3.1667	1.3437	1.80555555	114	426	36
47	4.6111	.9212	.84876543	166	796	36
48	4.2500	1.3202	1.74305556	153	713	36
49	2.6944	1.0225	1.04552470	97	299	36
50	2.0556	1.0526	1.10802469	74	192	36
51	5.0833	1.0639	1.13194444	183	971	36
52	3.9444	1.3528	1.83024691	142	626	36
53	4.4444	1.4989	2.24691358	160	792	36
54	3.3333	1.4337	2.05555556	120	474	36
55	3.9167	1.3819	1.90972222	141	621	36
56	2.8056	1.2871	1.65663580	101	343	36
57	2.3333	1.4337	2.05555556	84	270	36
58	2.0556	1.0258	1.05246914	74	190	36
59	4.5000	1.1666	1.36111111	162	778	36
60	3.3333	1.5634	2.44444445	120	488	36

APPENDIX IIE 2 (cont'd)

Item Number	Mean Rating	Standard Deviation	Variance	Sum of Ratings	Sum of Sq. Ratings	N
61	2.6944	.8762	.76774692	97	289	36
62	4.3333	.6666	.44444444	156	692	36
63	4.1667	1.1426	1.30555556	150	672	36
64	5.1944	.8439	.71219135	187	997	36
65	3.9722	1.5896	2.52700618	143	659	36
66	5.1667	.8975	.80555556	186	990	36
67	3.8056	1.5059	2.26774691	137	603	36
68	3.4167	1.2774	1.63194445	123	479	36
69	2.1111	.9362	.87654321	76	192	36
70	4.5556	.9262	.85802469	164	778	36
71	3.7500	1.0897	1.18750000	135	549	36
72	5.0000	.9428	.88888889	180	932	36
73	5.0556	.9984	.99691358	182	956	36
74	2.4167	1.4976	2.24305555	87	291	36
75	2.4444	1.4229	2.02469136	88	288	36
76	3.2222	1.3356	1.78395062	116	438	36
77	4.0556	1.2234	1.49691358	146	646	36
78	4.3889	1.2082	1.45987654	158	746	36
79	4.0833	1.3411	1.79861111	147	665	36
80	2.5833	1.0103	1.02083333	93	277	36
81	4.6944	1.0225	1.04552469	169	831	36
82	2.3889	1.1613	1.34876544	86	254	36
83	4.7500	1.2990	1.68750000	171	873	36
84	2.1111	.9938	.98765432	76	196	36
85	2.7500	.9242	.85416667	99	303	36
86	4.2500	1.3819	1.90972222	153	719	36
87	4.8333	.9574	.91666667	174	874	36
88	1.8056	.6999	.48996914	65	135	36
89	4.4167	1.3202	1.74305556	159	765	36
90	3.3611	1.4748	2.17515432	121	485	36
91	2.8333	1.0137	1.02777778	102	326	36
92	2.4444	1.1166	1.24691358	88	260	36
93	4.1944	1.1742	1.37885802	151	683	36
94	3.0556	1.5446	2.38580247	110	422	36
95	2.8611	1.2726	1.61959877	103	353	36
96	4.3056	1.1503	1.32330247	155	715	36
97	2.3889	1.0613	1.12654321	86	246	36
98	4.2778	1.1693	1.36728395	154	708	36
99	2.8333	1.0929	1.19444444	102	332	36
100	3.0833	1.5161	2.29861112	111	425	36
101	4.5278	1.3014	1.69367284	163	799	36
102	3.9444	1.3933	1.94135802	142	630	36

APPENDIX II F 1
Item Statistics-SVQ-Form C
Haverford Freshmen, Class of 1969
Summer 1965

Item Number	Mean Rating	Standard Deviation	Variance	Sum of Ratings	Sum of Sq. Ratings	N
1	1.7094	1.0299	1.06085178	200	466	117
2	4.2479	1.2602	1.58813646	497	2297	117
3	2.4188	1.1711	1.37161224	283	845	117
4	1.9402	.9633	.92804441	227	549	117
5	2.6752	1.2865	1.65519760	313	1031	117
6	2.1026	1.2151	1.47666009	246	690	117
7	2.0085	1.1583	1.34180729	235	629	117
8	1.6923	.7785	.60618014	198	406	117
9	2.5812	1.3912	1.93571481	302	1006	117
10	4.3162	1.6674	2.78033457	505	2505	117
11	1.8205	.9021	.81393820	213	483	117
12	2.5897	1.2064	1.45562130	303	955	117
13	2.1880	1.3583	1.84498502	256	776	117
14	2.7778	1.4269	2.03608737	325	1141	117
15	1.9060	1.0859	1.17919497	223	563	117
16	4.4530	1.4878	2.21360216	521	2579	117
17	4.7265	1.2027	1.44656294	553	2783	117
18	2.7436	1.4331	2.05391190	321	1121	117
19	3.1197	1.4331	2.05405801	365	1379	117
20	2.8718	1.3558	1.83826430	336	1180	117
21	3.0000	1.5905	2.52991453	351	1349	117
22	3.6667	1.4081	1.98290599	429	1805	117
23	2.0000	1.1694	1.36752137	234	628	117
24	4.0085	1.3106	1.71787567	469	2081	117
25	4.9316	1.1302	1.27737600	577	2995	117
26	2.6581	1.3722	1.88311783	311	1047	117
27	3.2308	1.1649	1.35700197	378	1380	117
28	3.4530	1.3492	1.82043977	404	1608	117
29	3.0769	1.3907	1.93425378	360	1334	117
30	2.9915	1.5218	2.31616626	350	1318	117
31	2.2479	1.1760	1.38300826	263	753	117
32	3.0085	1.3106	1.71787567	352	1260	117
33	2.4786	1.2648	1.59997078	290	906	117
34	4.6239	1.2924	1.67053839	541	2697	117
35	4.2308	1.3293	1.76725839	495	2301	117
36	4.3932	1.4673	2.15311564	514	2510	117
37	2.5214	1.2648	1.59997078	295	931	117
38	3.4786	1.3113	1.71962890	407	1617	117
39	3.1026	1.1938	1.42537804	363	1293	117
40	3.0171	1.4674	2.15355395	353	1317	117
41	4.4103	1.1105	1.23339908	516	2420	117
42	4.6581	1.1851	1.40448535	545	2703	117
43	4.1111	1.1895	1.41500475	481	2143	117
44	3.6410	1.5328	2.34976989	426	1826	117
45	2.6667	1.3008	1.69230769	312	1030	117
46	2.4786	1.1140	1.24099642	290	864	117
47	4.3761	1.1963	1.43122215	512	2408	117
48	4.4701	1.0667	1.13799401	523	2471	117
49	3.1026	1.2221	1.49375411	363	1301	117
50	2.4615	1.3044	1.70151216	288	908	117
51	5.0427	1.0733	1.15201957	590	3110	117
52	3.3248	1.3193	1.74066768	389	1497	117
53	4.1453	1.4278	2.03871722	485	2249	117
54	4.1197	1.3343	1.78055373	482	2194	117
55	3.3333	1.6119	2.59829060	390	1604	117
56	2.6068	1.2537	1.57191906	305	979	117
57	2.3077	1.0738	1.15318869	270	758	117
58	2.4444	.9735	.94776828	286	810	117
59	3.8803	1.2887	1.66089561	454	1956	117
60	2.6581	1.2414	1.54123749	311	1007	117

APPENDIX II F 1 (cont'd)

Item Number	Mean Rating	Standard Deviation	Variance	Sum of Ratings	Sum of Sq. Ratings	N
61	2.6068	1.2121	1.46935495	305	967	117
62	4.3590	1.1800	1.39250493	510	2386	117
63	3.4444	1.3802	1.90503324	403	1611	117
64	4.9487	1.2530	1.57001972	579	3049	117
65	4.4017	1.3464	1.81298853	515	2479	117
66	5.0427	1.0733	1.15201987	590	3110	117
67	3.7607	1.3999	1.95982175	440	1884	117
68	3.5385	1.4590	2.12886259	414	1714	117
69	2.0598	1.1269	1.26992475	241	645	117
70	3.7521	1.2047	1.45138432	439	1817	117
71	4.2650	1.1795	1.39133611	499	2291	117
72	4.7009	1.1492	1.32076850	550	2740	117
73	4.4701	1.5774	2.48842136	523	2629	117
74	2.3846	1.3194	1.74095990	279	869	117
75	2.5043	1.3437	1.80553730	293	945	117
76	3.2051	1.3746	1.88954635	375	1423	117
77	3.8205	1.2376	1.53188692	447	1887	117
78	4.2735	1.0909	1.19015267	500	2276	117
79	3.8803	1.4030	1.96858792	454	1992	117
80	2.3675	.9391	.88202206	277	759	117
81	4.6496	1.2076	1.45839726	544	2700	117
82	3.1709	1.4099	1.98787347	371	1409	117
83	4.0342	1.5355	2.35780553	472	2180	117
84	2.3590	1.1357	1.28994082	276	802	117
85	3.4274	1.6135	2.60369640	401	1679	117
86	3.5385	1.4649	2.14595661	414	1716	117
87	4.7436	1.0634	1.13083497	555	2765	117
88	2.0598	1.0961	1.20154868	241	637	117
89	4.0940	1.3773	1.89714369	479	2183	117
90	3.5299	1.2511	1.56534444	413	1641	117
91	2.9829	1.4201	2.01680181	349	1277	117
92	2.4444	1.1943	1.42640076	286	866	117
93	3.7949	1.1949	1.42800789	444	1852	117
94	4.0940	1.3523	1.82876762	479	2175	117
95	3.0342	1.4198	2.01592519	355	1313	117
96	4.1026	1.1794	1.39119030	480	2132	117
97	2.5385	1.2162	1.47928994	297	927	117
98	3.4359	1.4285	2.04076266	402	1620	117
99	2.9231	1.3343	1.78040762	342	1208	117
100	3.4530	1.3365	1.78625174	404	1604	117
101	4.3590	1.2015	1.44378698	510	2392	117
102	3.8376	1.5188	2.30696179	449	1993	117

APPENDIX II F 2
Item Statistics-SVQ-Form C
Haverford Freshmen, Class of 1969
Spring 1966

Item Number	Mean Rating	Standard Deviation	Variance	Sum of Ratings	Sum of Sq. Ratings	N
1	1.8145	1.1595	1.34462799	225	575	124
2	4.0000	1.3013	1.69354839	496	2194	124
3	2.6048	1.2751	1.62610562	323	1043	124
4	2.2097	.8732	.76248699	274	700	124
5	3.0565	1.2267	1.50487773	379	1345	124
6	2.3952	1.3308	1.77126691	297	931	124
7	2.1532	1.1433	1.30716702	267	737	124
8	1.7500	.8388	.70362903	217	467	124
9	2.8629	1.3218	1.74733351	355	1233	124
10	4.1371	1.5623	2.44088189	513	2425	124
11	1.9677	1.0846	1.17637878	244	626	124
12	2.4435	1.0648	1.13390999	303	881	124
13	2.3710	1.3042	1.70109262	294	908	124
14	2.7903	1.3214	1.74635796	346	1182	124
15	1.9597	.9870	.97418054	243	597	124
16	4.0806	1.4679	2.15478668	506	2332	124
17	4.6371	1.1593	1.34410770	575	2833	124
18	3.1613	1.4612	2.13527576	392	1504	124
19	3.2097	1.4495	2.10119667	398	1538	124
20	3.0000	1.3854	1.91935484	372	1354	124
21	2.9597	1.4278	2.03869667	367	1339	124
22	3.5000	1.2280	1.50806452	434	1706	124
23	2.2097	1.1999	1.43990635	274	784	124
24	4.0323	1.1909	1.41831425	500	2192	124
25	4.8145	1.0878	1.18333767	597	3021	124
26	3.0887	1.4591	2.12922737	383	1447	124
27	3.4435	1.1093	1.23068419	427	1623	124
28	3.5645	1.2966	1.68132154	442	1784	124
29	3.0081	1.3044	1.70154787	373	1333	124
30	2.8145	1.5153	2.29624090	349	1267	124
31	2.7016	1.3135	1.72548127	335	1119	124
32	3.2903	1.2166	1.48022893	408	1526	124
33	2.5565	1.1380	1.29520031	317	971	124
34	4.5968	1.1210	1.25676378	570	2776	124
35	3.5887	1.4811	2.19374350	445	1869	124
36	4.1855	1.4556	2.11882154	519	2435	124
37	2.6452	1.1926	1.42247659	328	1044	124
38	3.4597	1.2533	1.57095473	429	1679	124
39	3.3871	1.3482	1.81789802	420	1648	124
40	3.5484	1.5675	2.45733611	440	1866	124
41	4.1452	1.1194	1.25312175	514	2286	124
42	4.3710	1.1602	1.34625390	542	2536	124
43	4.0081	1.1811	1.39509625	497	2165	124
44	3.8065	1.3659	1.86576483	472	2028	124
45	2.8952	1.3785	1.90029916	359	1275	124
46	2.7258	1.2400	1.53772113	338	1112	124
47	4.2823	1.1112	1.23484652	531	2427	124
48	4.3468	1.1711	1.37168314	539	2513	124
49	3.5887	1.3076	1.70987253	445	1809	124
50	2.5000	1.3289	1.76612903	310	994	124
51	4.5565	1.1866	1.40810354	565	2749	124
52	3.0887	1.2444	1.54858221	383	1375	124
53	3.9839	1.4254	2.03199792	494	2220	124
54	3.8468	1.4314	2.04910249	477	2089	124
55	3.3548	1.3630	1.85796046	416	1626	124
56	3.0887	1.2637	1.59696930	383	1381	124
57	2.4113	1.2279	1.52245317	299	911	124
58	2.5000	1.1127	1.23387097	310	928	124
59	3.7177	1.4230	2.02516909	461	1965	124
60	2.7823	1.3652	1.86387877	345	1191	124

APPENDIX II F 2 (cont'd)

Item Number	Mean Rating	Standard Deviation	Variance	Sum of Ratings	Sum of Sq. Ratings	N
61	3.0161	1.3012	1.69328824	374	1338	124
62	4.2177	1.0283	1.05742716	523	2337	124
63	3.5403	1.2074	1.45805150	439	1735	124
64	4.7177	1.1951	1.42839490	585	2937	124
65	4.3710	1.2473	1.55593132	542	2562	124
66	4.8790	1.0206	1.04181841	605	3081	124
67	3.3306	1.3543	1.83422216	413	1603	124
68	3.7097	1.3605	1.85119667	460	1936	124
69	2.2581	.9744	.94953174	280	750	124
70	3.7581	1.2271	1.50598335	466	1938	124
71	3.7097	1.2621	1.59313215	460	1904	124
72	4.5323	1.2536	1.57154007	562	2742	124
73	4.5968	1.3315	1.77289282	570	2840	124
74	2.6048	1.4301	2.04546046	323	1095	124
75	2.8468	1.4921	2.22652185	353	1281	124
76	2.8952	1.1901	1.41642820	359	1215	124
77	3.4677	1.2727	1.61992716	430	1692	124
78	3.9677	1.2110	1.46670135	492	2134	124
79	3.8306	1.2360	1.52777055	475	2009	124
80	2.7661	.9764	.95336889	343	1067	124
81	4.2903	1.2493	1.56087409	532	2476	124
82	3.2016	1.3852	1.91902966	397	1509	124
83	4.0081	1.4340	2.05638657	497	2247	124
84	2.7419	1.1420	1.30437045	340	1094	124
85	3.8306	1.4352	2.06002862	475	2075	124
86	3.6452	1.3331	1.77731530	452	1868	124
87	4.5081	1.1394	1.29832206	559	2681	124
88	2.2823	1.2414	1.54129813	283	837	124
89	3.9919	1.2280	1.50799948	495	2163	124
90	3.8871	1.1927	1.42273673	482	2050	124
91	2.4597	1.1245	1.26450312	305	907	124
92	2.8468	1.1916	1.42007024	353	1181	124
93	3.7661	1.1224	1.25982050	467	1915	124
94	3.7258	1.5519	2.40868887	462	2020	124
95	3.1694	1.2934	1.67293185	393	1453	124
96	3.7903	1.1864	1.40764828	470	1956	124
97	2.6532	1.0704	1.14587669	329	1015	124
98	3.2581	1.2881	1.65920916	404	1522	124
99	3.1613	1.1872	1.40946931	392	1414	124
100	3.6210	1.2988	1.68697971	449	1835	124
101	4.2016	1.1979	1.43515869	521	2367	124

APPENDIX II G
Item Statistics, Form C
Lehigh Students, Spring 1966

Item Number	Mean Rating	Standard Deviation	Variance	Sum of Ratings	Sum of Sq. Ratings	N
1	1.6034	.9638	.92895363	93	203	58
2	4.1034	1.4466	2.09274673	238	1098	58
3	2.4828	1.2763	1.62901308	144	452	58
4	2.2069	1.1560	1.33650416	128	360	58
5	2.4828	1.1632	1.35315101	144	436	58
6	2.5690	1.4516	2.10731272	149	505	58
7	2.2414	1.2499	1.56242569	130	382	58
8	1.3793	.7387	.54577883	80	142	58
9	2.6379	1.2958	1.67925089	153	501	58
10	3.9310	1.3754	1.89179549	228	1006	58
11	2.1207	1.3271	1.76129608	123	363	58
12	2.4483	1.0855	1.17835909	142	416	58
13	2.6207	1.4363	2.06302021	152	518	58
14	2.5000	1.2764	1.62931034	145	457	58
15	2.2414	1.2636	1.59690845	130	384	58
16	3.7241	1.6166	2.61355529	216	956	58
17	3.7931	1.4827	2.19857313	220	962	58
18	3.6897	1.5336	2.35196195	214	926	58
19	3.5172	1.3926	1.93935791	204	830	58
20	3.1034	1.2957	1.67895363	180	656	58
21	2.7759	1.7522	3.07045184	161	625	58
22	3.4310	1.3533	1.83145066	199	789	58
23	2.1552	1.1715	1.37247325	125	349	58
24	4.1379	1.3448	1.80856123	240	1098	58
25	4.3448	1.3964	1.95005946	252	1208	58
26	3.0690	1.3628	1.85731272	178	654	58
27	3.6207	1.1865	1.40784780	210	842	58
28	3.7414	1.2806	1.64001189	217	907	58
29	2.6379	1.3090	1.71373365	153	503	58
30	2.2414	1.2220	1.49346017	130	378	58
31	2.2069	1.1999	1.43995244	128	366	58
32	3.1897	1.3320	1.77437574	185	693	58
33	2.6897	1.2064	1.45541022	156	504	58
34	4.3448	1.3840	1.91557670	252	1206	58
35	2.7069	1.3772	1.89684899	157	535	58
36	3.5345	1.6104	2.59363853	205	875	58
37	2.1724	1.2196	1.48751486	126	360	58
38	3.5345	1.4046	1.97294887	205	839	58
39	3.7759	1.4024	1.96700357	219	941	58
40	2.8621	1.4196	2.01545779	166	592	58
41	4.4483	1.2753	1.62663495	258	1242	58
42	4.3448	1.2532	1.57074911	252	1186	58
43	4.0172	1.2386	1.53418549	233	1025	58
44	3.3276	1.6440	2.70303211	193	799	58
45	3.4828	1.5227	2.31866825	202	838	58
46	3.0517	1.2787	1.63525565	177	635	58
47	4.4138	1.0510	1.10463734	256	1194	58
48	4.3793	1.0958	1.20095124	254	1182	58
49	3.2931	1.2178	1.48305589	191	715	58
50	2.3966	1.2857	1.65309155	139	429	58
51	4.7241	1.2971	1.68252081	274	1392	58
52	2.9655	1.3891	1.92984542	172	622	58
53	3.4655	1.3672	1.86950059	201	805	58
54	3.9828	1.5255	2.32725894	231	1055	58
55	3.6724	1.6440	2.70303210	213	939	58
56	2.8793	1.3008	1.69233056	167	579	58
57	2.6724	1.5015	2.25475624	155	545	58
58	2.3966	1.1132	1.23929845	139	405	58
59	4.0690	1.4246	2.02972652	236	1078	58
60	2.3793	1.3238	1.75267538	138	430	58

APPENDIX II G (cont'd)

Item Number	Mean Rating	Standard Deviation	Variance	Sum of Ratings	Sum of Sq. Ratings	N
61	3.0000	1.1447	1.31034483	174	598	58
62	4.2414	.9880	.97621879	246	1100	58
63	3.5517	1.4040	1.97146255	206	846	58
64	4.5345	1.2347	1.52467301	263	1281	58
65	4.0862	1.2769	1.63049941	237	1063	58
66	4.6724	1.2510	1.56510107	271	1357	58
67	3.9138	1.4297	2.04429251	227	1007	58
68	3.3448	1.5262	2.32936980	194	784	58
69	1.9310	.9070	.82282997	112	264	58
70	3.7069	1.4143	2.00029726	215	913	58
71	4.1724	1.1910	1.41854935	242	1092	58
72	4.2586	1.2395	1.53656361	247	1141	58
73	3.8966	1.4702	2.16171225	226	1006	58
74	2.3966	1.4012	1.96343638	139	447	58
75	2.9138	1.3681	1.87187872	169	601	58
76	2.9483	1.2652	1.60077289	171	597	58
77	2.9655	1.2860	1.65398335	172	606	58
78	3.9310	1.2157	1.47800238	228	982	58
79	3.8966	1.3981	1.95481569	226	994	58
80	2.4483	1.2480	1.55766944	142	438	58
81	3.8103	1.3828	1.91230677	221	953	58
82	3.4310	1.3785	1.90041617	199	793	58
83	4.2069	1.4234	2.02615933	244	1144	58
84	2.6897	1.3417	1.80023781	156	524	58
85	3.8276	1.4637	2.14268728	222	974	58
86	3.8966	1.4935	2.23067776	226	1010	58
87	4.2586	1.1228	1.26070154	247	1125	58
88	1.9310	.9070	.82282997	112	264	58
89	4.3621	1.2553	1.57580262	253	1195	58
90	3.2759	1.4359	2.06183116	190	742	58
91	2.9828	1.3707	1.87901308	173	625	58
92	3.0000	1.3518	1.82758621	174	628	58
93	3.4655	1.1328	1.28329370	201	771	58
94	4.3448	1.4209	2.01902497	252	1212	58
95	3.2931	1.4384	2.06926278	191	749	58
96	4.1034	1.3606	1.85136742	238	1084	58
97	2.2759	1.1860	1.40665874	132	382	58
98	3.4655	1.4409	2.07639715	201	817	58
99	2.7241	1.1565	1.33769322	158	508	58
100	3.1034	1.4702	2.16171225	180	684	58
101	4.0000	1.2456	1.55172414	232	1018	58
102	3.6724	1.4067	1.97889417	213	897	58

APPENDIX II H 1
Item Statistics-SVQ-Form D
Haverford Juniors, Class of 1968
Fall 1966

Item Number	Mean Rating	Standard Deviation	Variance	Sum of Ratings	Sum of Sq. Ratings	N
1	4.2958	1.1554	1.33505256	305	1405	71
2	2.6761	1.1841	1.40210276	190	608	71
3	2.8451	1.2632	1.59571514	202	688	71
4	2.1972	1.0564	1.11604840	156	422	71
5	2.0704	1.2927	1.67109701	147	423	71
6	1.7183	.9220	.85022813	122	270	71
7	2.1408	1.2020	1.44495139	152	428	71
8	2.5915	1.0822	1.17119619	184	560	71
9	2.8732	1.3207	1.74449514	204	710	71
10	1.9718	.9490	.90061495	140	340	71
11	2.8028	1.2403	1.53858362	199	667	71
12	2.1127	.8647	.74786749	150	370	71
13	4.1972	1.2850	1.65125967	298	1368	71
14	3.5211	1.4809	2.19321564	250	1036	71
15	3.1690	1.3425	1.80242015	225	841	71
16	3.0986	1.3855	1.91985717	220	818	71
17	2.5070	1.3201	1.74290815	178	570	71
18	4.0000	1.1748	1.38028169	284	1234	71
19	4.7183	1.1156	1.24459432	335	1669	71
20	3.2113	1.1617	1.34973220	228	828	71
21	3.5352	1.1728	1.37552073	251	985	71
22	3.9718	1.1379	1.29498116	282	1212	71
23	3.4507	1.2309	1.51517556	245	953	71
24	3.0704	1.3668	1.86828011	218	802	71
25	2.9718	1.3632	1.85836144	211	759	71
26	2.8732	1.1124	1.23745289	204	674	71
27	3.1831	1.2705	1.61436223	226	834	71
28	2.6479	.9655	.93235469	188	564	71
29	4.8310	.8555	.73199762	343	1709	71
30	3.3239	1.3507	1.82463797	236	914	71
31	4.2676	1.5378	2.36500694	303	1461	71
32	2.6056	.9711	.94306686	185	549	71
33	3.6338	1.2917	1.66871653	258	1056	71
34	3.0141	1.3053	1.70402697	214	766	71
35	3.0845	1.5541	2.41539377	219	847	71
36	4.3239	1.0717	1.14858163	307	1409	71
37	4.6338	1.0513	1.10533624	329	1603	71
38	4.1690	1.0207	1.04185677	296	1308	71
39	3.8451	1.5165	2.29994049	273	1213	71
40	3.0986	1.2577	1.58182900	220	794	71
41	4.6620	.9029	.81531442	331	1601	71
42	4.5211	.9766	.95377901	321	1519	71
43	3.3944	1.0411	1.08391192	241	895	71
44	2.6197	1.2822	1.64411823	186	604	71
45	4.6761	1.2421	1.54294782	332	1662	71
46	3.2113	1.1617	1.34973220	228	828	71
47	4.1690	1.1866	1.40805395	296	1334	71
48	3.7183	1.2580	1.58262249	264	1094	71
49	3.6901	1.3278	1.76314223	262	1092	71
50	3.0000	1.1748	1.38028169	213	737	71
51	2.5211	1.2543	1.57349732	179	563	71
52	2.4789	.8024	.64391985	176	482	71
53	3.9155	1.2304	1.51398532	278	1196	71
54	2.9718	1.3938	1.94286848	211	765	71
55	3.0141	1.0276	1.05613965	214	720	71
56	4.2113	1.0058	1.01170402	299	1331	71
57	3.8169	1.0917	1.19182702	271	1119	71
58	4.8451	1.0960	1.20134894	344	1752	71
59	4.0563	1.2658	1.60245983	288	1282	71
60	5.0000	.9929	.98591549	355	1845	71

APPENDIX II H 1 (cont'd)

Item Number	Mean Rating	Standard Deviation	Variance	Sum of Ratings	Sum of Sq. Ratings	N
61	3.7887	1.2661	1.60325332	269	1133	71
62	3.6761	1.2421	1.54294783	261	1069	71
63	2.2394	.9469	.71731800	159	407	71
64	4.0423	1.1559	1.33624281	287	1255	71
65	4.2113	.8544	.73001388	299	1311	71
66	4.8732	1.0605	1.12477683	346	1766	71
67	4.9155	1.0844	1.17595715	349	1799	71
68	2.3521	1.3332	1.77742511	167	519	71
69	2.5775	1.3285	1.76512596	183	597	71
70	2.7746	1.2241	1.49851220	197	653	71
71	3.9296	1.0524	1.10771672	279	1175	71
72	3.1127	1.2166	1.48026185	221	793	71
73	4.1549	1.1585	1.34219401	295	1321	71
74	2.7042	.8943	.79984130	192	576	71
75	4.3380	1.2326	1.51953977	308	1444	71
76	2.5070	.8370	.70065463	178	496	71
77	3.6056	1.3888	1.92898234	256	1060	71
78	3.9577	1.1437	1.30807380	281	1205	71
79	4.7324	.9031	.81571117	336	1648	71
80	2.0986	.7719	.59591351	149	355	71
81	4.0563	1.1854	1.40527673	288	1268	71
82	3.6056	1.1442	1.30926403	256	1016	71
83	3.0000	1.1867	1.40845070	213	739	71
84	2.7183	1.1281	1.27276334	193	615	71
85	4.0141	1.0138	1.02797064	285	1217	71
86	4.0282	1.2858	1.66117833	286	1270	71
87	3.1549	1.1825	1.39953204	224	806	71
88	3.9859	1.0138	1.02797064	283	1201	71
89	2.7183	.9812	.96290419	193	593	71
90	3.7746	1.1283	1.27316009	268	1102	71
91	3.0423	.9991	.99821464	216	728	71
92	3.2113	1.2772	1.63142234	228	848	71
93	4.5070	.9911	.98234477	320	1512	71
94	3.8592	1.1043	1.21959929	274	1144	71

APPENDIX II H 2

Item Statistics, Peace Corps Volunteers - Group 1
SVQ Form D

Item Number	Mean Rating	Standard Deviation	Variance	Sum of Ratings	Sum of Sq. Ratings	N
1	4.1250	1.2686	1.60937500	231	1043	56
2	2.7500	1.1989	1.43750000	154	504	56
3	2.5357	1.3358	1.78443877	142	460	56
4	1.9821	1.0936	1.19610969	111	287	56
5	1.6071	.8593	.73852041	90	186	56
6	1.8750	1.0187	1.03794643	105	255	56
7	1.9464	1.3013	1.69355868	109	307	56
8	2.6429	1.3552	1.83673469	148	494	56
9	2.9464	1.3150	1.72927296	165	583	56
10	2.3393	1.3663	1.86702806	131	411	56
11	2.6607	1.2432	1.54559949	149	483	56
12	1.8750	1.0361	1.07366071	105	257	56
13	4.5714	1.3073	1.70918368	256	1266	56
14	3.1071	1.5431	2.38137755	174	674	56
15	3.1786	1.4529	2.11096938	178	684	56
16	2.8036	1.5285	2.33641581	157	571	56
17	1.8929	1.0967	1.20280613	106	268	56
18	3.9464	1.3812	1.90784439	221	979	56
19	4.8929	1.2200	1.48852041	274	1424	56
20	2.4643	1.3882	1.92729592	138	448	56
21	3.2857	1.2494	1.56122449	184	692	56
22	3.8727	1.2656	1.60198347	213	913	56
23	3.3036	1.5574	2.42570153	185	747	56
24	3.1429	1.4811	2.19387755	176	676	56
25	3.1429	1.4931	2.22959184	176	678	56
26	2.5636	1.3452	1.80958678	141	461	56
27	2.7500	1.2852	1.65178571	154	516	56
28	3.0727	1.2628	1.59471075	169	607	56
29	4.9107	1.2575	1.58131377	275	1439	56
30	3.2545	1.6428	2.69884297	179	731	56
31	4.8909	1.1547	1.33355371	269	1389	56
32	2.8393	1.2925	1.67059949	159	545	56
33	3.9286	1.3209	1.74489796	220	962	56
34	3.4821	1.4758	2.17825255	195	801	56
35	2.7818	1.3030	1.69785124	153	519	56
36	4.5455	1.3989	1.95702479	250	1244	56
37	5.0000	.9063	.82142857	280	1446	56
38	4.0182	1.2861	1.65421488	221	979	56
39	3.8214	1.6378	2.68239796	214	968	56
40	3.0893	1.1843	1.40274235	173	613	56
41	4.6429	1.2163	1.47959184	260	1290	56
42	4.7857	1.0301	1.06122449	268	1342	56
43	3.1250	1.5818	2.50223214	175	687	56
44	2.5185	1.4874	2.21262003	136	462	56
45	4.9643	1.1489	1.32015306	278	1454	56
46	3.2453	1.2271	1.50587398	172	638	56
47	4.9464	1.1404	1.30070153	277	1443	56
48	3.6481	1.4292	2.04286694	197	829	56
49	3.3750	1.4706	2.16294643	189	759	56
50	2.8727	1.2799	1.63834711	158	544	56
51	2.8364	1.3586	1.84595041	156	544	56
52	2.7321	1.3023	1.69610970	153	513	56
53	3.6429	1.5402	2.37244898	204	876	56
54	2.2857	1.2205	1.48979591	128	376	56
55	2.0364	1.1113	1.23504132	112	296	56
56	4.1964	1.1865	1.40784438	235	1065	56
57	3.7636	1.3613	1.85322314	207	881	56
58	5.3571	.8329	.69387755	300	1646	56
59.	3.7500	1.2852	1.65178571	210	880	56
60	5.0179	1.0772	1.16039540	281	1475	56

APPENDIX II H 2 (cont'd)

Item Number	Mean Rating	Standard Deviation	Variance	Sum of Ratings	Sum of Sq. Ratings	N
61	4.0926	1.3913	1.93587106	221	1009	56
62	2.9630	1.4137	1.99862826	160	582	56
63	1.8929	1.0120	1.02423470	106	258	56
64	3.8909	1.2887	1.66082645	214	924	56
65	4.1429	1.2016	1.44387755	232	1042	56
66	5.1455	1.0688	1.14247934	283	1519	56
67	4.0000	1.7217	2.96428571	224	1062	56
68	2.3750	1.2895	1.66294643	133	409	56
69	2.4821	1.2534	1.57110970	139	433	56
70	3.2143	1.4106	1.98979592	180	690	56
71	3.7455	1.2390	1.53520661	206	856	56
72	2.6250	1.2895	1.66294643	147	479	56
73	4.1607	1.3198	1.74202806	233	1067	56
74	2.5000	1.0177	1.03571429	140	408	56
75	4.4364	1.4111	1.99140496	244	1192	56
76	2.4909	1.3865	1.92264463	137	447	56
77	3.0714	1.5567	2.42346939	172	664	56
78	4.1964	1.3150	1.72927295	235	1083	56
79	4.6964	1.0508	1.10427296	263	1297	56
80	2.2321	1.0520	1.10682398	125	341	56
81	4.0185	1.4075	1.98113855	217	979	56
82	3.2857	1.3720	1.88265306	184	710	56
83	3.2143	1.5202	2.31122449	180	708	56
84	2.2143	1.1759	1.38265307	124	352	56
85	3.6429	1.1715	1.37244898	204	820	56
86	3.8364	1.5927	2.53685950	211	949	56
87	2.8727	1.1917	1.42016529	158	532	56
88	4.1250	1.1190	1.25223214	231	1023	56
89	2.6429	1.2737	1.62244898	148	482	56
90	4.1250	1.3371	1.78794643	231	1053	56
91	3.1091	1.1704	1.36991736	171	607	56
92	2.9464	1.3812	1.90784438	165	593	56
93	4.5000	1.1952	1.42857143	252	1214	56
94	3.2857	1.4106	1.98979592	184	716	56
95	4.5536	.7050	.49713010	255	1189	56

APPENDIX II H 3

Item Statistics, Peace Corps Volunteers - Group 2
SVQ Form D

Item Number	Mean Rating	Standard Deviation	Variance	Sum of Ratings	Sum of Sq. Ratings	N
1	3.7105	1.0980	1.20567867	141	569	38
2	3.0000	1.5217	2.31578947	114	430	38
3	2.5789	1.4073	1.98060942	98	328	38
4	2.3684	1.4033	1.96952909	90	288	38
5	1.6316	.9846	.96952909	62	138	38
6	2.1316	.8325	.69321330	81	199	38
7	1.7368	1.0433	1.08864266	66	156	38
8	2.8684	1.2808	1.64058171	109	375	38
9	3.1316	1.4720	2.16689751	119	455	38
10	2.5526	1.4271	2.03670360	97	325	38
11	2.8947	1.4471	2.09418282	110	398	38
12	1.6053	.9043	.81786703	61	129	38
13	3.9211	1.8831	3.54639889	149	719	38
14	3.1579	1.5815	2.50138504	120	474	38
15	3.2632	1.5335	2.35180055	124	494	38
16	2.9737	1.5809	2.49930748	113	431	38
17	1.6842	.7292	.53185596	64	128	38
18	3.8158	1.4663	2.15027701	145	635	38
19	4.7368	1.2708	1.61495845	180	914	38
20	2.5000	1.3523	1.82894737	95	307	38
21	3.2105	1.1275	1.27146815	122	440	38
22	3.3684	1.5290	2.33795014	128	520	38
23	3.3158	1.4886	2.21606649	126	502	38
24	3.0263	1.4416	2.07825485	115	427	38
25	3.2632	1.5842	2.50969529	124	500	38
26	2.2895	1.0738	1.15304709	87	243	38
27	2.8421	1.1127	1.23822714	108	354	38
28	2.7895	1.0799	1.16620499	106	340	38
29	4.7105	1.2754	1.62673130	179	905	38
30	3.6579	1.4739	2.17243767	139	591	38
31	4.1842	1.6520	2.72922438	159	769	38
32	2.1842	1.0967	1.20290859	83	227	38
33	3.1053	1.4830	2.19944598	118	450	38
34	3.7105	1.3358	1.78462604	141	591	38
35	3.3158	1.3592	1.84764543	126	489	38
36	4.3158	1.2794	1.63711911	164	770	38
37	4.5789	1.2275	1.50692521	174	854	38
38	4.1579	1.3480	1.81717452	158	726	38
39	3.7632	1.5119	2.28601108	143	625	38
40	2.9737	1.4776	2.18351801	113	419	38
41	4.1053	1.4102	1.98891966	156	716	38
42	4.3684	1.1792	1.39058172	166	778	38
43	2.8421	1.1361	1.29085872	108	356	38
44	2.7105	1.3534	1.83725762	103	349	38
45	4.4737	1.2924	1.67036011	170	824	38
46	3.0000	1.3764	1.89473684	114	414	38
47	4.5789	1.3885	1.92797784	174	870	38
48	4.0263	1.3275	1.76246537	153	683	38
49	3.0263	1.4416	2.07825485	115	427	38
50	3.2368	1.4944	2.23337951	123	483	38
51	3.0000	1.3175	1.73684211	114	408	38
52	3.0263	1.1581	1.34141274	115	399	38
53	3.8684	1.3012	1.69321330	147	633	38
54	2.1316	1.2176	1.48268698	81	229	38
55	2.2368	.9300	.86495845	85	223	38
56	3.9211	1.2851	1.65166205	149	647	38
57	3.4474	1.2073	1.45775623	131	507	38
58	5.1053	.9116	.83102493	194	1022	38
59	4.1316	1.3410	1.79847645	157	717	38
60	4.5789	1.4442	2.08587258	174	876	38

APPENDIX II H 3 (cont'd)

Item Number	Mean Rating	Standard Deviation	Variance	Sum of Ratings	Sum of Sq. Ratings	N
61	3.9211	1.3054	1.70429362	149	649	38
62	2.9474	1.3754	1.89196676	112	402	38
63	1.9474	.7235	.52354570	74	164	38
64	3.6579	1.2830	1.64612189	139	571	38
65	3.7895	1.1955	1.42936286	144	600	38
66	4.7632	1.0621	1.12811634	181	905	38
67	3.5789	1.5666	2.45429363	136	580	38
68	2.1053	1.0205	1.04155124	80	208	38
69	2.1842	1.1665	1.36080332	83	233	38
70	3.3158	1.2999	1.68975069	126	482	38
71	3.2895	1.0738	1.15304709	125	455	38
72	2.6842	1.3974	1.95290858	102	348	38
73	3.6579	1.3033	1.69875346	139	573	38
74	2.5263	.9100	.82825484	96	274	38
75	4.0263	1.5641	2.44667590	153	709	38
76	2.2632	1.0178	1.03601108	86	234	38
77	3.3421	1.3233	1.75138504	127	491	38
78	3.7895	1.3210	1.74515235	144	612	38
79	4.2632	1.2499	1.56232687	162	750	38
80	2.6842	1.2794	1.63711911	102	336	38
81	3.9474	1.4132	1.99722991	150	668	38
82	3.5789	1.4259	2.03324099	136	564	38
83	3.2105	1.3210	1.74515235	122	458	38
84	2.2368	1.0370	1.07548476	85	231	38
85	3.2105	1.3984	1.95567867	122	466	38
86	3.3421	1.4193	2.01454293	127	501	38
87	3.7895	1.2598	1.58725761	144	606	38
88	3.7105	1.2546	1.57409972	141	583	38
89	2.5263	1.1638	1.35457063	96	294	38
90	4.0000	1.2977	1.68421052	152	672	38
91	3.3684	1.1792	1.39058171	128	484	38
92	3.3684	1.5290	2.33795013	128	520	38
93	4.1842	1.1665	1.36080332	159	717	38
94	3.4474	1.3513	1.82617728	131	521	38

APPENDIX II I 1
Item Loadings-SVQ-Form A
Centroid Analysis - Unrotated Factors - Haverford Students

Variable Number	Factor 1	2	3	4	5	6	7	8	9	10	h²
1	.3740	.4281	.1921-	.2600	.3006-	.1973-	.1468-	.0009-	.1850	.0535-	.53
2	.4108-	.1346	.1458	.0156-	.0904-	.2827-	.1657-	.3312	.1511	.0730	.47
3	.4941-	.2015	.0202-	.1755-	.1537	.2548-	.2016	.1769-	.0600	.1163	.53
4	.5107-	.1700-	.1621-	.0464-	.0633-	.0863	.0540	.2712-	.0640	.1111-	.42
5	.4127	.2704	.1381	.3752	.1801-	.1097-	.1677	.1473-	.2252	.1544-	.53
6	.0860	.3017	.2427	.1374	.2374	.0223	.0383-	.0531	.0440-	.2405-	.30
7	.3853	.3014	.2040-	.1339	.0543	.1519	.3648	.0849-	.2224	.1275-	.53
8	.4142-	.2409	.0363-	.1812-	.2232	.0310-	.1300-	.0697-	.1976	.2418-	.46
9	.5069-	.1944	.1464	.3201	.1010	.2154-	.0601	.2014	.1333	.1224-	.56
10	.4558-	.2171-	.2263	.1565	.2129	.2096-	.0574	.0882	.1337	.1014-	.46
11	.5412	.3847	.2171-	.2095	.1460	.1075-	.0307	.0205	.0871-	.0301	.47
12	.4695-	.2457	.0928	.0690	.2263-	.0640-	.0346	.3776	.0267-	.0836	.45
13	.4338-	.2207	.0220	.2748	.3007-	.0461	.1863-	.0457-	.0390-	.0787-	.40
14	.5601-	.1101-	.0867-	.2806	.3052-	.1813-	.2406-	.0366	.1303	.1243-	.61
15	.3823	.1411	.2105-	.0637-	.1148-	.2694	.1021-	.3294-	.2470-	.1738	.53
16	.4928	.2719	.0961	.3091	.2533-	.1192-	.0236	.1627-	.2950	.0153	.41
17	.3226	.0371	.2748	.2302	.2719-	.0633-	.1523	.0305-	.0708-	.1423-	.30
18	.3770-	.2458	.1335-	.0750-	.1043	.1245-	.1208-	.0417-	.0177	.1762	.34
19	.3675-	.3751-	.1487	.3444	.2161	.1708-	.2708	.1415-	.0061-	.0816	.47
20	.5341-	.0644	.1757-	.0217	.1735	.2533-	.0670	.0265-	.0087-	.0686	.50
21	.4068-	.2480	.2917	.0601	.1058	.1275	.1254	.2546-	.1103	.0747-	.47
22	.6803	.2172	.2131-	.0676-	.1434	.2232-	.1154	.0360-	.2251-	.0673-	.71
23	.6026-	.1736-	.0955-	.1037	.0804	.3217	.2663	.1561	.3214	.0807	.73
24	.1558	.3351	.3471-	.1827	.1087-	.2431	.0700	.0602	.1628	.1168	.44
25	.1167	.2338	.2047-	.1126-	.0844-	.2783-	.2500	.1307-	.2777	.0831	.41
26	.3248	.3880-	.2049	.2631	.1335	.2234-	.2020-	.1172-	.2318	.0638	.41
27	.1330	.1237	.0474	.1575-	.2337	.0334	.2055-	.1303-	.0603	.1807	.23
28	.5503-	.1136-	.0263	.1841	.2268-	.1803	.1400-	.1872	.1168	.0541-	.51
29	.4221	.1137	.0633	.2063	.1442	.2300-	.0874	.1843-	.1936	.2432	.44
30	.2440-	.1008	.3269-	.2136	.0286	.1630	.1231	.3777	.2118-	.1802-	.43
31	.7008	.2406	.0742	.0114-	.0301-	.1819-	.1657-	.1219	.0640-	.1434-	.66
32	.3381	.5070	.0385-	.2139-	.2201	.0900	.1067	.0803	.0707	.1058	.51
33	.2353-	.2383	.2352-	.0671	.0305	.0974	.2505-	.0241-	.0576-	.1025	.23
34	.5732-	.0325	.3566	.0514-	.0386-	.1460	.2116-	.0675	.1306	.1015-	.50
35	.5303	.2353	.0205	.0278-	.1515-	.1357	.0606-	.0636	.2544	.1657	.40
36	.5183-	.1246	.1570-	.1278	.0526	.3697	.1061	.0272	.1310-	.0508	.51
37	.5397	.2147	.1557-	.3979-	.2600	.1354	.1481	.0768	.0728	.1258	.45
38	.3203-	.2565-	.3200	.0602	.0619-	.1218-	.2177	.1257-	.0732	.2370	.41
39	.5279-	.0321-	.1976-	.0537-	.3020	.2580-	.1219	.0371	.0840	.0816-	.40
40	.5517	.2345	.1931-	.3124-	.2158	.1554-	.0971-	.0312	.1902-	.1526-	.45
41	.4021	.1335	.1440	.1461-	.0258-	.2137-	.3781	.0957	.0373	.2710	.50
42	.2270-	.1113-	.0321	.0410	.2079	.0702	.0587-	.2300-	.0903	.1374	.20
43	.4571-	.0780	.3880	.1055-	.2005	.1624	.2088	.1370-	.1606	.0018-	.50
44	.2356-	.3261	.2305-	.2668	.0657-	.2161	.0742-	.1072-	.2005	.1800	.48
45	.5882-	.4585	.0568-	.0173	.0159	.0411-	.1224	.0614-	.1040	.0462-	.50
46	.5098	.5433	.0886-	.1570	.1425	.0660-	.0403	.1003	.1140-	.0506-	.74
47	.4259	.0523	.1047	.2464	.1428-	.0243	.1344-	.0913-	.1950-	.1963	.32
48	.3265-	.4101	.1172-	.2136	.1370-	.1217-	.0743-	.1839	.1180-	.1626-	.45
49	.4858	.6474	.2326-	.0978-	.0656-	.1722-	.1504	.0765-	.1306	.0847	.50
50	.1008	.2117	.2383-	.0942	.0503	.2075	.1055	.1563	.1236	.1350-	.26
51	.4530-	.3003	.0675-	.2691-	.1633-	.2302	.1120-	.0401	.0725	.1753-	.50
52	.3393	.4363	.0720-	.1409	.1133	.0970-	.1871-	.0945	.1054	.1334	.50
53	.4988-	.0900-	.0346-	.2657	.0404	.1870	.2070	.0820-	.1270	.0495	.45
54	.3609	.1159	.1565	.1914	.1342	.1156	.2748	.2022-	.1036-	.2814	.45
55	.4937-	.3066	.1056-	.2732	.1800-	.1554	.2124	.0615-	.0610-	.0827-	.40
56	.6476-	.1987	.1230-	.2439-	.1173	.3043	.1672-	.1083-	.2111	.0156-	.32
57	.5079	.2333	.0531	.1882-	.1757-	.0678-	.1080	.1731	.1103	.1820	.40
58	.3043-	.0721	.1267	.3538-	.1112	.0903-	.1394-	.2132-	.2205	.1880-	.41
59	.5379	.2804	.1103	.0535-	.1215	.1694-	.1378-	.1474	.0633-	.1730-	.57
60	.2833-	.3651	.2548	.1292	.2370-	.2839	.1608	.2520-	.0850-	.1470-	.55

APPENDIX II I 1 (cont'd)

Variable Number	Factor 1	2	3	4	5	6	7	8	9	10	h2
61	.5262	.3000	.0605	.1455	.1182	.2285-	.0265	.3806-	.2271	.0363	.66
62	.3551	.1134	.0709	.3934	.3259-	.1573-	.0430	.1206-	.0480-	.1164	.47
63	.3980-	.2173	.1904	.1425	.1711	.1716-	.1045	.2613-	.1356-	.2057	.48
64	.6334	.0243	.2604	.0841	.1478-	.0035-	.1055-	.0623	.0453	.1226-	.56
65	.4719-	.4504-	.0283-	.1140	.1100	.1500	.0557	.0100	.0437	.1003	.75
66	.3778	.0726	.1000-	.0672	.0095	.1366-	.0185	.2603	.3083	.0524-	.35
67	.4882	.2162-	.2417	.2835	.1316-	.0750-	.1151	.2265	.1614	.0282	.52
68	.4318	.2838	.4372-	.1866	.0744	.2087	.1244-	.1142-	.0515-	.0364	.63
69	.5317-	.3523	.0681	.2210-	.1764	.0335	.1854	.0611	.2471	.0206	.60
70	.4519	.0567	.3425	.1476	.0719	.3751	.0550-	.0528-	.1313-	.0431-	.51
71	.4447-	.4570	.1132	.0484-	.1133	.1586-	.0401	.0317	.1145-	.1007-	.55
72	.2196-	.0570-	.0684-	.2630	.0007	.2283-	.0306	.0807	.3307-	.1013	.35
73	.6657-	.0361	.2546	.1361	.2083	.0930-	.0924	.2154-	.1763-	.1005	.71
74	.5683	.2317-	.1752	.2219	.0033	.2437	.2807-	.0910-	.0323	.1419-	.50
75	.2963-	.1006	.3700	.0564-	.0628	.1669-	.0674	.3018-	.1368-	.3448-	.53
76	.1661	.2342-	.2040	.0382	.1804-	.0303	.2121	.3181-	.1064	.2016-	.45
77	.2168-	.0569-	.4773	.1156-	.1273	.0335	.2337	.1166	.0365-	.0372-	.40
78	.5494	.0200	.0401	.0628	.0383-	.2398	.0762	.0937-	.0507	.1062-	.40
79	.1882	.0779	.3161	.1616	.1203-	.2764-	.2254	.1196-	.0426-	.0308-	.33
80	.2876-	.3706	.1119	.0556	.2015	.1312-	.0243	.3458	.0156	.3072-	.45
81	.3054-	.2309	.1739	.3794-	.1660-	.2067	.1535	.1079	.1105	.0458-	.53
82	.4449	.0719	.2553-	.0394-	.1367	.0133	.1230	.0673	.1331	.0851	.50
83	.4767	.3037-	.1400	.3002-	.0782	.4034	.0667	.1717-	.1123	.1474-	.67
84	.4674-	.1133	.0157-	.2180	.1552-	.2886	.0080-	.0378-	.1491	.2330-	.40
85	.5043-	.3805	.0448-	.1412	.0003-	.1650-	.1337-	.1500-	.0300-	.0837	.60
86	.5738	.2333-	.1631	.0393-	.1503	.1345-	.0742	.1920	.1194	.1248	.50
87	.2489	.1226	.2467	.0521-	.0437-	.3459	.0091-	.1603	.2336-	.1293	.41
88	.4348	.2263	.1493	.0326-	.1675-	.3479	.1502-	.0522	.1063	.0607	.41
89	.4270-	.3313	.1930-	.0756	.1201-	.1656-	.0494	.3182-	.1753-	.1445	.43
90	.5338-	.0344	.5193	.0376	.0547-	.0664	.1875	.1015-	.0835	.1180-	.53
91	.2341	.0612-	.2265	.1572	.3055	.0386-	.2572-	.0049-	.2734	.0629	.45
92	.6513-	.1254-	.1510-	.3049	.1273	.0373	.1064	.1771-	.1250	.0640-	.64
93	.4642	.1753	.3761	.3302-	.0836-	.0756	.1288	.2787	.1147-	.1020	.55
94	.7371	.0722	.0466	.1919	.0723	.0262	.2443	.1345	.1691-	.1250	.72
95	.2097-	.5661	.2580-	.0246	.0456	.0513	.1382	.2321	.2024-	.1374	.55
96	.3876	.0313	.2996	.4429-	.2061	.1414	.0711	.0900-	.1313	.1307-	.55
97	.3916-	.2227-	.4527	.1325	.1437-	.0497	.0202	.2235	.1013	.1053	.53
98	.5561	.0781	.2470	.0842	.0701	.2701	.1577-	.0800-	.1761-	.1082-	.55
99	.6210-	.1047	.2467	.2133	.1074	.0836	.3171-	.1015	.0558-	.0385	.65
100	.5935-	.1028-	.0135	.1926-	.2445-	.1681	.1780	.1603-	.0257-	.0308	.55
101	.3418	.1608-	.0540	.3306-	.2115-	.0546	.3500	.2527-	.1803-	.1505-	.57
102	.6604-	.1330	.2629	.1402	.2048	.2049-	.0714-	.0823-	.0448-	.2452	.51
103	.2910	.1634-	.0781	.2063	.1075	.1919	.1265-	.2768	.1903	.1545	.36
104	.4675-	.2768	.1363	.3811-	.1803-	.0547-	.2633	.0301	.0265	.1777	.60
105	.4165	.0833	.1540	.1955	.1248	.0307-	.2482	.1656	.1159-	.1131-	.30
106	.3744	.1495-	.0348	.2682	.2229	.0878	.0365	.2002	.1462-	.2094	.45
107	.7528-	.0336-	.1087	.0263	.1574-	.1483	.1273-	.0526-	.1782-	.1976	.73
108	.4151	.0564-	.1712	.1376-	.1703-	.0326	.1608-	.1553	.1064	.2076	.40
109	.1009-	.2935	.1658	.0965	.1603	.2533	.1756-	.2160	.0335	.2408-	.33
110	.4114-	.0661	.2771	.2555-	.0611	.0373-	.1026-	.2279	.2662	.1245	.43
111	.4919	.2591-	.2963	.0614	.2767	.1180	.2270	.1462	.1691	.2176-	.61
112	.4750-	.3427	.1076-	.2626	.1224	.1505	.2454-	.0904	.1976	.2384	.64
113	.7783	.2044-	.0942	.0160	.2208	.2101-	.1063-	.0944	.1100-	.1600-	.53
114	.2414	.3587	.0538-	.1227	.0782	.2057	.0506	.2200	.1651-	.2439-	.30
115	.4307-	.3266	.3283-	.0554	.1271	.0637	.0560-	.1987-	.1063	.0842	.56
116	.6667-	.3268	.1276	.3201-	.0701	.2696	.1470	.2574	.0445-	.1473	.63
117	.2594	.0776	.3355	.2020-	.1609	.3113	.4187-	.2641-	.1635-	.0600	.63
118	.6059	.0800-	.1049-	.1974-	.0540-	.1926	.2546	.1108	.1455	.0217-	.57
*119	.2593	.0666	.0507	.0463	.0333	.0333	.0343	.0342	.0255	.0273	61.10

* These values are the sums of the squared loadings on each factor and, in the case of the last column, the sum of the communalities. The proportion of the total variance which each of these sums represents can be obtained by dividing the sum by the number of items included in the analysis.

APPENDIX II I 2

Item Loadings-SVQ-Form A

Centroid Analysis - After Rotation of Factors 1-3 - Haverford Students

Variable Number	Factor										
	1	2	3	4	5	6	7	8	9	10	h^2
1	.1986	.7234	.0001-	.0001-	.0001-	.0000	.0001-	.0000	.0000-	.0001-	.55
2	.3102-	.0427	.0547	.1197	.0523	.4040-	.1000-	.3672	.1407	.0055-	.47
3	.4522-	.0679-	.0329-	.1044-	.2031	.2765-	.2417	.1370-	.0184	.0467	.53
4	.4721-	.1749-	.3409-	.0602-	.0571-	.0091-	.0257	.1603-	.0245	.0757-	.42
5	.2752	.5553	.0674	.2845	.0547-	.0281-	.2555	.1457-	.1153	.1280-	.50
6	.1515	.1025	.0725	.2288	.3613	.0199	.0566-	.0083	.0454-	.2719-	.33
7	.1667	.3766	.0012	.0084-	.1475	.3003	.4161	.1069-	.1547	.1351-	.53
8	.3211-	.0537	.2304-	.1703-	.3755	.1910-	.1622-	.0031	.1309	.2760-	.46
9	.2648-	.0709	.1519-	.2858	.2498	.2629-	.0815	.2952	.0573	.1456-	.56
10	.2108-	.2879-	.2652-	.2316	.1257	.2878-	.0483	.1285	.1764	.0518-	.46
11	.4662	.5291	.0502	.0085-	.2437	.0803	.2142	.0870	.1562-	.1316	.67
12	.4649-	.0410	.2018	.1390	.0012	.2025-	.0257-	.4009	.0854-	.0676-	.50
13	.4417-	.2025	.1266-	.2520	.0066-	.0183-	.1831-	.0772	.1740-	.1208-	.40
14	.4394-	.1040	.4313-	.2317	.1778-	.2064-	.1776-	.2285	.0697	.0501-	.61
15	.1654	.2170	.1406	.2394-	.0659-	.3364	.0704-	.3300-	.3371-	.1727	.53
16	.2917	.6086	.1607	.2182	.1226-	.0347	.1014	.1714-	.1700	.0226	.61
17	.2546	.2231	.2084	.3153	.2009-	.0179-	.1472	.1042-	.0947-	.2073-	.38
18	.3455-	.0671	.0877-	.1196-	.3424	.1781-	.1154-	.0560	.0606-	.1610	.36
19	.2350-	.1612-	.2032-	.4015	.1852	.1672-	.3086	.3660-	.0955-	.1220	.47
20	.4650-	.0951-	.3324-	.0356-	.2362	.3016-	.1062	.0553	.1306-	.1035	.51
21	.3065-	.0579-	.0280	.2625	.3502	.0363-	.0103	.2701-	.0871	.1720-	.67
22	.6199	.2967	.0025	.2819-	.1432	.0026	.2347	.1283-	.2343-	.0220	.71
23	.6156-	.2976-	.1423-	.1073	.0365	.2106	.2004	.2057	.2284	.0208	.33
24	.1270-	.4537	.1214	.1309-	.0312-	.3657	.1446	.1315	.0235	.0628	.36
25	.0312-	.3716	.0000	.3060-	.0240	.1875-	.3186	.0558-	.1755	.0608	.41
26	.2587	.1547	.0586-	.3122	.0479	.1156-	.1175-	.0749-	.2227	.3616	.41
27	.1132	.0400	.0689	.1137-	.2428	.0182	.2665-	.1617-	.0583	.1051	.33
28	.5135-	.0969-	.1484-	.2282	.1501-	.0671	.1825-	.2666	.0701	.1067-	.51
29	.3452	.3032	.0618	.1410	.1403	.0646-	.1847	.1864-	.1563	.3216	.36
30	.0344-	.0457	.0862-	.0552-	.0608	.2770	.2030	.4406	.2488-	.1708-	.47
31	.6570	.3686	.2384	.0564-	.0292	.0332-	.0072-	.0370	.0656-	.1127-	.66
32	.1686	.2468	.3091	.2610-	.4171	.1223	.0715	.0133-	.0600	.0051-	.51
33	.2936-	.1771	.0839-	.0933-	.1671	.1061	.2140-	.0954	.1667-	.1700	.30
34	.4706-	.2233-	.0316	.2753	.0761	.1248-	.3706-	.0405	.1370	.2282-	.58
35	.2791	.3908	.3715	.0846-	.0955-	.2092	.0806-	.0258-	.2218	.0051	.40
36	.5631-	.1400-	.0658-	.0396	.1822	.2856	.0508	.1065	.1915-	.0065	.51
37	.3871	.0580	.3467	.4757-	.2687	.1896	.1220	.0647-	.1430	.0771	.65
38	.2570-	.2835-	.0206	.3143	.1323-	.2517-	.1373	.1571-	.1283	.1553	.41
39	.3215-	.1756-	.3566-	.1133-	.2022	.2866-	.1627	.1511	.0660	.0121-	.43
40	.5631	.1737	.0384	.4387-	.2364	.0552-	.0322-	.0260-	.1657-	.0055-	.65
41	.2737	.1005	.4521	.0710-	.0155	.1802-	.3602	.0482-	.1408	.1626	.58
42	.1648-	.1613-	.2313-	.0854	.2170	.0431	.0915-	.2351-	.1065	.2057	.28
43	.4120-	.3103-	.1003	.2197	.2962	.0792-	.1123	.2318-	.2300	.2761-	.53
44	.4433-	.3961	.0707-	.0528	.1257	.2522	.0297-	.0264	.1250	.1564	.48
45	.6296-	.1787	.0281-	.0031	.3208	.1721-	.0741	.0273	.0307-	.1652-	.53
46	.4710	.5101	.2542	.0476-	.3309	.1384	.1417	.0702	.1861-	.0615-	.74
47	.3245	.2279	.1775	.2004	.1384-	.1448	.0750-	.0073-	.2100-	.2152	.38
48	.3171-	.3166	.0500-	.0899	.1342	.1241-	.0271-	.3027	.2665-	.2167-	.46
49	.2533	.5347	.2429	.3119-	.1127	.0245-	.2227	.0966-	.0327	.0559	.53
50	.0711	.2232	.0283	.1213-	.1160	.3147	.1515	.1660	.0759	.1415-	.26
51	.5192-	.0307	.0649	.2160-	.0930	.0241	.2360-	.0403	.0067	.3274-	.38
52	.2726	.5161	.1623	.0180-	.2742	.0568	.0870-	.1118	.1000	.1484	.54
53	.5095-	.1475-	.1344-	.2303	.0422	.1366	.3748	.0110-	.0210	.0265	.45
54	.2202	.0734	.2664	.2020	.1302	.2005	.2730	.2703-	.0300-	.2460	.45
55	.5701-	.1150	.0073-	.1765	.0028-	.1003	.1965	.0467	.1861-	.1661-	.40
56	.6773-	.0200-	.1247-	.2037-	.2752	.0207	.2805-	.0442-	.1403	.1080-	.72
57	.3179	.2574	.5004	.1612-	.0718-	.0359-	.0779	.0313	.1275	.0652	.48
58	.2193-	.0949-	.1044-	.1532-	.1813	.2904-	.2387-	.2330-	.2257	.2117-	.41
59	.6042	.2711	.2276	.0507-	.1914	.0423-	.0944-	.0508	.0420-	.1551-	.57
60	.4278-	.1427	.1552	.2674	.0416	.1214	.0248	.2823-	.1601-	.3302-	.55

APPENDIX II I 2 (cont'd)

Variable Number	Factor 1	2	3	4	5	6	7	8	9	10	h^2
61	.3975	.5004	.0493	.0661	.2340	.0601-	.1174	.3971-	.1248	.1141	.66
62	.2197	.4205	.1156	.2919	.2562-	.0040-	.1328	.0987-	.1924-	.1360	.47
63	.3388-	.0364-	.0111-	.2596	.3133	.2535-	.0797	.2042-	.2469-	.1604	.49
64	.5956	.2349	.2462	.1710	.1678-	.0034	.0865-	.0579-	.0930	.1082-	.56
65	.5374-	.5052-	.3126-	.1754	.0750-	.0403	.0515	.1035	.0927	.2265	.75
66	.3479	.2509	.0321	.0634-	.0633	.0157	.1100	.2332	.3011	.0068	.35
67	.4282	.1995	.2673	.3151	.1649-	.0475	.1567	.1923	.1942	.0132	.52
68	.2832	.4667	.0378-	.2208-	.1257	.4629	.0242	.0319-	.1637-	.1602	.64
69	.5620-	.0513-	.1356	.0996-	.4034	.1639-	.0641	.0483	.2128	.0555-	.60
70	.3687	.0022	.2531	.2777	.0573	.3022	.1196-	.1936-	.0289-	.0802-	.51
71	.3979-	.0630	.0294	.0588	.4020	.3053-	.0145-	.0656	.1882-	.3037-	.55
72	.0892-	.0592-	.1421-	.1859	.0606	.1532-	.1326	.1902	.3624-	.2407	.75
73	.5251-	.2772-	.1069-	.3413	.2830	.2659-	.0252	.1504-	.1878-	.1479	.71
74	.5132	.1586	.0196	.2179	.0018	.3702	.2490-	.1427-	.0632	.0506-	.59
75	.1678-	.1119-	.0720-	.2237	.1692	.3304-	.0323-	.4188-	.1358-	.2007-	.52
76	.1462	.0911-	.0142-	.2197	.2768-	.0264	.1380	.4141-	.1611	.2745-	.45
77	.0957-	.4170-	.2365	.2523	.1344	.1303-	.0632	.0355-	.0374	.2360-	.40
78	.3891	.1793	.1754	.0095	.1230-	.3303	.0770	.1793-	.0913	.1054-	.40
79	.1960	.1301	.1400	.2904	.0650-	.2572-	.2216	.1798-	.0631-	.0963-	.33
80	.1673-	.0599	.0651	.1192	.4035	.1970-	.0050	.3714	.0141-	.2531-	.49
81	.4177-	.1416-	.4010	.1538-	.0420	.0250	.0616-	.0595	.1543	.3333-	.52
82	.5175	.2471	.1264	.2758-	.0612	.2397	.2223	.0080	.1467	.1544	.59
83	.4945	.2747-	.1514	.1387-	.1362-	.3664	.0474-	.3658-	.2756	.1487-	.67
84	.4870	.0955	.2118-	.1979	.0212-	.1657	.1343-	.0605	.0467	.3170-	.49
85	.6522-	.2361	.0751-	.1252	.1416-	.2620-	.1424-	.0029	.2605-	.0358	.63
86	.5068	.0750-	.1745	.0412	.0484-	.0262-	.1064	.0268-	.2452	.1880	.53
87	.1592	.0919-	.4508	.0906	.0008	.2753	.2000-	.0278	.2188-	.0151-	.41
88	.2324	2619	.3831	.0070	.0504-	.2709	.2123-	.0609-	.1318	.0354-	.41
89	.4719-	.1998	.0369	.0112	.0672	.2261-	.0567	.0802	.3074-	.0534	.43
90	.4663-	.2454-	.1032	.4241	.0668	.2191-	.0069	.1706-	.1126	.2713-	.63
91	.3906	.0490	.1084-	.2360	.2673	.0491	.2331-	.1141-	.3149	.1726	.49
92	.5543-	.1139-	.4856-	.2129	.0985	.0161	.1486	.0022	.0447	.0142	.64
93	.3454	.0350-	.6735	.0000-	.0000-	.0003-	.0000	.0000-	.0001-	.0000	.59
94	.6233	.1423	.3246	.0852	.0136	.2374	.3157	.0261	.1142-	.1366	.72
95	.3193-	.2287	.2007	.1653-	.3144	.0566	.1526	.2913	.3102-	.0073	.55
96	.3815	.2023-	.2954	.1888-	.3472	.0463	.0678-	.3118-	.2845	.1905-	.50
97	.2983-	.3053-	.1334	.4540	.1600-	.1371-	.0903-	.1648	.1721	.0055-	.53
98	.5065	.0978	.1522	.1529	.0503	.3316	.1807-	.1991-	.0301-	.1872-	.56
99	.4646-	.1345-	.0875-	.3925	.2278	.0754-	.3701-	.1830	.0943-	.0415	.65
100	.6351-	.2677-	.0023-	.0609-	.1967-	.0594-	.0375	.1583-	.0335-	.0717-	.53
101	.2530	.1675-	.2001	.2197-	.2906-	.0349	.2475	.4123-	.0933-	.2463-	.57
102	.3188-	.0665-	.0504-	.3051	.3076	.3871-	.0770-	.0116-	.0916-	.2273	.51
103	.2730	.0227-	.0821	.1841	.0206-	.2077	.0870-	.2352	.2402	.1023	.36
104	.5534-	.0073-	.3651	.1678-	.0503	.3303-	.0304	.0445-	.0148	.0743-	.60
105	.4276	.0507	.1977	.2127	.1008	.0797	.2734	.0689	.0614-	.1241-	.70
106	.4230	.1143-	.0529	.1919	.1444	.2592	.1219	.1705	.0596-	.2039	.45
107	.7064-	.2694-	.0070-	.2265	.0560-	.0435-	.2211-	.0361	.1731-	.0345	.73
108	.2063	.0074	.3571	.0744-	.2276-	.0719	.1050-	.0164	.1845	.1757	.40
109	.1447-	.0224	.0545	.1304	.3279	.1713	.2387-	.1082	.0183	.3170-	.30
110	.3430-	.2106-	.1034	.0080	.1566	.2761-	.3461-	.1564	.3163	.0107-	.42
111	.5516	.2012-	.1123	.2011	.0244	.1969	.1005	.0243-	.3306	.1777-	.61
112	.5320-	.3307	.0771-	.1538	.3377	.1176	.2133-	.2361	.0437	.1904	.64
113	**.9941	.0001-	.0000-	.0000	.0000	.0001-	.0001-	.0000	.0001-	.0001-	.99
114	.1777	.2065	.1666	.0034	.2229	.2802	.0735	.1931	.1746-	.2360-	.30
115	.5316-	.2818	.2066-	.1513-	.3306	.0597	.0178-	.0370-	.0279	.0767	.56
116	.5206-	.2366-	.3695	.1275-	.2304	.0106-	.0443-	.1659	.0128-	.1124-	.60
117	.2370	.1015-	.2134	.0334	.1529	.2039	.5327-	.3956-	.0830-	.0017	.63
18	.4334	.0448	.2604	.2780-	.1405-	.2801	.2400	.0356-	.2518	.0455-	.57
19	.2007	.0733	.0535	.0509	.0453	.0473	.0363	.0387	.0317	.0331	61.15

* These values are the sums of the squared loadings on each factor and, in the case of the last column, the sum of the communalities. The proportion of the total variance which each of these sums represents can be obtained by dividing the sum by the number of items included in the analysis.

** The factor was rotated through the variable with the underlined loading.

APPENDIX II I 3
Item Loadings-SVQ-Form A
Centroid Analysis - Unrotated Factors - Bryn Mawr Students

Variable Number	Factor 1	2	3	4	5	6	7	8	9	h^2
1	.4262-	.3374	.1457-	.2528-	.2008-	.2065	.1893-	.1349-	.2696-	.56
2	.0539-	.1301-	.4880	.4315-	.1509-	.1003	.1230-	.0465	.1374	.51
3	.5622	.0340	.2451-	.0343	.3259	.3830-	.1417	.0869	.1717	.63
4	.4528	.2122	.2065	.0796-	.0837	.0543-	.1460	.1974-	.0735-	.37
5	.5261-	.4295	.1564	.1710-	.1933-	.1067	.1436-	.1539-	.2691	.60
6	.2175-	.2857	.5531	.0800	.1357	.0330-	.1662-	.0805	.1256-	.52
7	.2619-	.3234	.2208-	.1706-	.1032-	.2321-	.3440-	.2568-	.1076	.51
8	.3718	.0917	.1800	.3375	.0490	.2283	.3228-	.0560-	.2220-	.55
9	.2260	.2953	.3011	.3589-	.2245-	.0508-	.2554-	.3343	.1240	.59
10	.4612-	.3371-	.1325	.3340-	.3033	.1713	.1511-	.1083	.1146-	.63
11	.3955-	.3765	.1413-	.2111	.1560-	.1323-	.0528	.1329	.1542-	.45
12	.4021	.3471	.3680	.1197-	.3463	.0808	.2181-	.0363	.2258	.46
13	.4264	.2521	.2124	.3228-	.1504-	.1610	.1297-	.4492	.1453-	.60
14	.3340	.3911	.3467	.3581-	.0845	.3003-	.2796-	.3633	.2752	.51
15	.3318-	.1103	.0685-	.1271	.3021	.2743	.0617-	.1758-	.0449	.35
16	.3713-	.2831	.0758-	.2369-	.1378-	.2548	.4257-	.0605	.2252	.60
17	.3049-	.1031	.2252-	.0648-	.2036	.4706	.1275-	.1334	.0636-	.50
18	.2189	.1556	.1233-	.0608	.2263	.3388	.3153-	.1269-	.3137-	.55
19	.0840-	.1630-	.1652	.2196	.3037	.0652	.2686	.1449	.1328-	.33
20	.3140	.0636-	.1752	.3257	.3233	.2029-	.1360	.1229-	.1441	.40
21	.1743	.1926	.3530	.2576-	.3580-	.1067-	.1337	.1834	.1272-	.47
22	.3195-	.2480-	.2124	.4617	.2648	.0987	.0344	.2136-	.0933	.56
23	.3827	.4144	.0472	.1536-	.3610-	.0176	.1856	.0285	.3118	.61
24	.0298	.3623	.1930-	.4768	.2733	.0278-	.2407-	.3568	.2050	.70
25	.4082-	.1516	.1570	.1724	.1448-	.3761	.2421	.2963-	.1943	.65
26	.5423-	.0861-	.1266	.1614	.1526-	.2310-	.4636-	.2323	.1843	.76
27	.0344-	.3318-	.1250-	.1631	.1020-	.1805	.0673	.2060	.1436-	.26
28	.3257	.2233	.0213	.2851-	.2333-	.4330-	.1053-	.0806	.0550	.50
29	.3720-	.2625	.0615	.4477-	.0828	.1759	.0192	.1649	.0306-	.62
30	.2280	.3063	.2230	.1581	.1431-	.0787-	.1523	.2503-	.4653-	.51
31	.1964-	.1408-	.2481	.0910-	.4846	.1727	.1321	.0375	.0270-	.61
32	.2894-	.2266	.0769-	.2745	.0828-	.3750-	.2710	.1270	.1113	.47
33	.2874	.3264	.0515-	.1102	.1040-	.1467	.2021	.3964	.0487-	.47
34	.3766	.1131-	.3147	.1408-	.0534-	.1560	.1571	.1709	.0535-	.36
35	.4373-	.6328	.3257-	.1323	.0200	.2246-	.1163-	.1170-	.0207-	.70
36	.3231	.3090	.3349-	.0921-	.2158	.2274-	.5300	.2329-	.0662-	.77
37	.4849-	.2351	.1086-	.2222	.0316-	.0863-	.2544	.3188-	.2602	.61
38	.1170	.1460-	.1305	.0748	.6283-	.0316	.0884	.0640-	.1312-	.50
39	.4478	.1863	.3334	.0637	.1001-	.1317-	.1350	.1214-	.2130	.42
40	.4194-	.3112-	.3173-	.3231-	.0689	.2232	.1465	.0770	.1346	.58
41	.4203-	.0543	.1586	.3165	.3043	.2221-	.0873-	.2370-	.4233-	.70
42	.2075	.3282	.3020	.1776	.1027	.1977	.0548-	.3248-	.2570	.56
43	.4705	.0750-	.1248	.1271	.3650	.2061	.1912	.0225	.2400-	.57
44	.5336	.4402	.0412-	.1419-	.2466	.0515	.1614-	.1359-	.1484	.64
45	.5279	.1260	.4306-	.2273	.2501	.2028-	.0376	.2124-	.1786	.71
46	.2462-	.2063	.1520-	.2811	.1287-	.3036-	.3307	.2458	.2856-	.57
47	.5727-	.0287	.3703	.2601-	.0962-	.0654	.2608	.0675	.1313-	.60
48	.5343	.0810	.1215-	.3758	.2605	.1059	.1537	.1810	.1382	.63
49	.3868-	.4351	.0442	.1120-	.1270-	.3861-	.1191	.0084	.2082	.59
50	.1404-	.3837	.4067-	.3386-	.0221	.0757	.3031	.1014	.1023	.61
51	.3391	.0393	.2271-	.3615	.1162-	.2562-	.1240	.1179	.1176	.47
52	.5390-	.2661-	.2668	.4013	.2224-	.0144-	.2205	.0540-	.2269-	.75
53	.4316	.4473	.2573	.2229-	.0285	.1759	.1302	.1424	.0763	.58
54	.4250-	.0336-	.0035-	.3478-	.1638	.0782	.2714	.0230-	.2179	.47
55	.4371	.2335	.2654-	.4657	.0408	.1276-	.0265	.0854	.1462	.53
56	.3497	.5411	.3206	.4466	.1885	.0767-	.0408	.1644	.0766	.73
57	.4321-	.1734	.0835	.3924	.0286	.1926-	.2176	.2054	.1945-	.54
58	.4767	.2310-	.0221	.4591	.2182-	.2334-	.1941	.1379-	.2674	.73
59	.3798-	.2462	.2514	.3358	.1357	.1731	.2767-	.0034-	.0480-	.46
60	.3618	.1401	.4133	.3375	.0902	.3221	.1605-	.1479	.3301	.70

APPENDIX II I 3 (cont'd)

Variable Number	Factor 1	2	3	4	5	6	7	8	9	h^2
61	.3525-	.2222	.1903	.2638-	.3715	.0176	.2690	.2753	.0170	.57
62	.3302-	.5297	.1866	.3312	.2258-	.0292-	.3651-	.1514	.1807-	.77
63	.2821	.2040-	.4023	.1864	.1781-	.1791	.1552-	.1029	.2194	.46
64	.5165-	.3375	.0593-	.0306	.0928-	.0733	.5679-	.1149	.0403-	.74
65	.5136	.1730-	.3769	.3080-	.0767	.1615-	.0994-	.1349	.0662	.60
66	.3261-	.2462	.0964-	.3154-	.2575	.0705-	.1403	.3583	.2432-	.55
67	.6703-	.4513	.1347-	.0324	.3645-	.1620	.0697-	.1434	.1272-	.87
68	.2981-	.3083-	.2952-	.3600	.0394-	.0794	.2354	.3083-	.1706	.59
69	.3515	.3301	.0773	.1363	.3728	.3485	.1509	.2049-	.0980-	.50
70	.5509-	.2236-	.2039	.3662-	.2410	.0873	.0975	.0959-	.1865	.65
71	.4351	.1020	.1494	.1824	.1760	.0246-	.3118-	.3423-	.1102-	.51
72	.4116	.1944	.1892	.1570-	.1998	.2140	.2767	.4017-	.2734	.67
73	.5340	.0303	.1430	.1636	.0373	.1402	.1730	.3548-	.0636	.51
74	.3604-	.1456	.4229	.1905	.1994-	.1624	.0549-	.2349	.0721-	.55
75	.2751	.1187-	.4317	.0822	.1422	.0808	.1345-	.3008	.2580-	.40
76	.5042-	.0898-	.1745	.2133	.2206-	.0455	.1749	.0994	.3158	.53
77	.2382	.0776-	.4726	.0169-	.4057-	.1170-	.2407-	.1169-	.2384	.50
78	.3775-	.0262	.1211	.3622	.2631	.1443	.0990-	.1669	.1733	.45
79	.2125-	.0362-	.1826-	.6326	.2501	.3123	.1240-	.1169	.1452	.60
80	.0130-	.1571	.1895	.3909	.2848-	.3792	.1773-	.2014-	.1807	.54
81	.1957	.4576	.2882-	.0380	.3879	.2325-	.0658-	.2249	.0662	.60
82	.4023-	.4524	.2889-	.1400	.1829	.1945-	.3137-	.2254	.1240	.71
83	.5870-	.1578	.1689-	.1249	.2933-	.0585-	.0577	.0405-	.0578	.51
84	.4894	.2695	.1542-	.1901	.1942-	.1736	.1941-	.3738	.1033-	.63
85	.1930	.1301-	.3795-	.1536-	.3723	.1861	.0288	.3923	.3080-	.65
86	.1445	.0636	.0768-	.1061-	.3511-	.3731	.0769-	.3273-	.3280	.53
87	.4319-	.2787	.1358	.0895-	.0550-	.1165	.1509-	.1114	.4228	.52
88	.4844-	.4657	.3382-	.2937-	.1604	.1680	.1808-	.2788-	.1499-	.84
89	.4785	.1223-	.2326	.0457-	.3069	.1225-	.1167	.1404-	.1038	.44
90	.4391	.2262-	.3658	.2055	.0611-	.0840	.1451	.1664	.1134-	.54
91	.0366	.1161	.4317-	.2189-	.3467-	.2446	.2450-	.3378-	.0811-	.61
92	.5641	.3903	.2690-	.2745-	.0282-	.1954	.1691	.1314	.1701-	.73
93	.3167-	.1035	.2194	.0855	.2588	.3151-	.3473	.0125	.1182	.47
94	.4769-	.3005	.0405-	.4057-	.0563	.2771-	.2455	.0365	.0768	.63
95	.4655	.3950	.0703	.1452-	.3212	.1601-	.0701-	.0230	.1107	.55
96	.6210-	.0920	.3478	.1879	.2484-	.2631	.2335	.0590-	.1711	.77
97	.3283	.0739-	.0317-	.4646-	.1747-	.1253	.1153	.1734-	.2199-	.47
98	.6423-	.3604	.3804	.0818-	.0117	.0441-	.1297-	.0939	.1113-	.74
99	.6644	.1697	.1023-	.1909-	.0284	.0384-	.1874	.1809	.0223	.60
100	.5304	.3098	.2271-	.4038-	.3290-	.2103	.1970	.0115	.0731-	.70
101	.3406-	.1316-	.5175-	.4959	.1482	.1383	.1427	.0520-	.2029	.75
102	.4514	.0688-	.4354	.3342	.2458-	.2580	.1590	.3168	.0164-	.76
103	.5065-	.4299-	.3357	.1599-	.1175-	.0376-	.0259-	.2453-	.1807	.60
104	.4719	.1360	.0762-	.3729	.0759-	.2112-	.3738	.0275	.1390	.60
105	.3777-	.1545	.2661	.1492-	.1963	.3857	.2710	.3158-	.0933	.63
106	.1327-	.4643	.1292	.1875-	.0819-	.3632	.1749	.0405-	.3080-	.55
107	.4933	.4543	.1380	.1809-	.0993	.1327	.0711-	.3303	.3989-	.90
108	.4423-	.1759-	.3761	.2012	.2371	.2919-	.1139-	.1064	.0429	.55
109	.0312-	.1309	.6121	.3726	.1404-	.2771	.2200	.0185	.0306	.69
110	.3420-	.0573-	.1577	.5372-	.2709	.1207	.0485	.1734	.0869-	.57
111	.4869-	.4347	.4601	.0866-	.0451-	.0571-	.0913-	.0575-	.0991-	.67
112	.3015	.2547	.1435	.1002	.1617-	.4590	.0298	.0395	.2098-	.47
113	.4815-	.0440-	.2797-	.1057	.2072-	.4831	.1105	.3133	.1335	.73
114	.2146-	.3467	.3510	.0840-	.1638-	.1666-	.4122	.1499	.0864	.55
115	.1513	.0192-	.3133-	.3317	.1166	.3885	.0500	.0775	.3167	.40
116	.6469	.0466	.2205-	.0947	.3858	.0478	.0327	.0685-	.0620	.64
117	.2401-	.3373	.1539	.1297-	.3186	.3077-	.2839	.2194	.0376-	.44
118	.4473-	.3706	.2124-	.2646	.1513-	.1225	.0336	.1209-	.0313	.51
*119	.1890	.0846	.0522	.0831	.0608	.0552	.0507	.0472	.0409	69.37

* These values are the sums of the squared loadings on each factor and, in the case of the last column, the sum of the communalities. The proportion of the total variance which each of these sums represents can be obtained by dividing the sum by the number of items included in the analysis.

APPENDIX II I 4

Item Loadings-SVQ-Form A
Centroid Analysis - After Rotation of Factors 1-3 - Bryn Mawr Students

Variable Number	Factor 1	2	3	4	5	6	7	8	9	h^2
1	.2884	.7448	.0001-	.0000	.0001-	.0001-	.0001-	.0001-	.0001-	.64
2	.0651-	.0219	.0306-	.5138	.3342-	.2372	.0130	.1657	.1813	.51
3	.4530-	.4035-	.0299-	.2342-	.4065	.1465-	.2046	.1679	.0863	.69
4	.4599-	.0042	.0473-	.1331-	.0424-	.2157	.3030	.0294-	.0123	.37
5	.2767	.5025	.2926	.0153	.2158-	.0862	.0797-	.0067	.4523	.68
6	.1286-	.2159	.3223	.0535-	.3084-	.3566	.2727-	.2175	.0617-	.52
7	.0459-	.5014	.0592	.0657-	.1109	.2785-	.1740-	.0011	.3602	.51
8	.2111-	.0157-	.3774-	.3365-	.1533-	.3176	.2214-	.0236-	.1681-	.50
9	.1798-	.1665	.1523-	.0593	.2619-	.1053	.1216	.5734	.2726	.59
10	.2118	.1244	.1326	.5800	.1841	.2176	.3414-	.0469	.1261-	.63
11	.2730	.3031	.3021	.3249-	.0761-	.2227-	.0449-	.1301	.1206-	.45
12	.3984-	.0303-	.0486-	.1388-	.0402	.5398	.0132-	.2874	.3194	.66
13	.1133-	.1010	.3494-	.0230	.1516-	.2720	.2813	.6025	.0697-	.60
14	.2970-	.0369	.0661-	.0211	.0728-	.3012	.0722	.6763	.3940	.81
15	.2329	.1589	.1623	.0921-	.2157	.2623	.2450-	.2326-	.0615	.35
16	.3740	.4381	.0850-	.0628	.0002	.0857	.2131-	.1936	.4090	.60
17	.4398	.2055	.0301-	.0016	.3610	.3199	.1532-	.0008-	.0461-	.50
18	.0685	.1621	.3105-	.2215-	.2361	.4615	.0089	.1815-	.2461-	.55
19	.0604	.2892-	.2644	.0032	.0440	.2228	.0562-	.0493-	.3234-	.32
20	.4401-	.4259-	.1897	.2277-	.0394	.0603	.0700-	.1146-	.0113	.42
21	.1617-	.1318	.0006	.1052	.4178-	.0178	.3582	.3316	.0525-	.47
22	.1132	.2427-	.2985	.0511-	.0849-	.1836	.4202-	.4142-	.0721-	.56
23	.1041-	.0196	.1102-	.2168-	.2546-	.0298	.5333	.1893	.3953	.61
24	.1373	.1424-	.0622	.6158-	.2086	.0624	.3122-	.3322	.1214	.70
25	.2257	.1232	.3896	.0845-	.2636-	.0308	.0309	.3458-	.1732	.45
26	.2157	.0720	.2105	.0951	.2526-	.3007-	.6332-	.2554	.1760	.76
27	.3580	.1225-	.1609-	.0041-	.0580-	.1341-	.0087-	.0351-	.2614-	.26
28	.4276-	.1115	.1578-	.0234-	.1346-	.3046-	.2661	.3783	.2084	.50
29	.2477	.4241	.2125	.2576	.1116	.2157	.1043	.2537	.0157	.49
30	.3519-	.2106	.0018-	.2399-	.2885-	.0618	.1999	.1681-	.3649-	.51
31	.0358	.1119-	.2929	.2557	.1827	.4270	.1206-	.0484-	.1313-	.41
32	.1179	.0505-	.4903	.2860-	.0810-	.3373-	.0380	.0834	.0121	.47
33	.1320	.1255-	.0549-	.3601-	.0499-	.1213	.4147	.3189	.1304-	.47
34	.1462-	.2262-	.1800-	.1552	.2063-	.2745	.2749	.1600	.1170-	.36
35	.1417	.5401	.3618	.4593-	.1968	.2418-	.1297-	.0460	.1590	.79
36	.3073-	.0009	.1989	.2792-	.4140	.1116-	.5885	.1547-	.0479-	.77
37	.2456	.1270	.5161	.2155-	.0190-	.1579-	.0198	.3720-	.2489	.62
38	.0353	.0291	.2590-	.0421	.5465-	.2225-	.2024	.1213-	.1609-	.50
39	.4410-	.1897-	.0223	.1885-	.2910-	.0921	.2522	.0358	.2331	.48
40	.4949	.0031-	.0722	.4478	.3208	.0855-	.0446	.1116-	.0531	.59
41	.1486-	.2563	.4265	.1238-	.0126	.0093	.4574-	.2207-	.3903-	.70
42	.2390-	.0181	.0421	.2877-	.2250-	.4690	.0044-	.1865-	.3356	.56
43	.2632-	.3924-	.1447-	.1236-	.1570	.4159	.1527	.0578-	.3418-	.57
44	.4139-	.1066	.2253-	.3063-	.2584	.2990	.1850	.1203	.3233	.64
45	.3565-	.3511-	.1763-	.4635-	.4321	.1551-	.1258	.1483-	.1701	.71
46	.1586	.0465	.3809	.3056-	.0623-	.3523-	.1261	.1403	.3822-	.58
47	.2588	.3221	.5012	.3442	.2762-	.1465	.1239	.0436	.1793-	.69
48	.0650-	.4786-	.1979-	.4714-	.1947	.2597	.1522	.0494	.0437-	.63
49	.0642	.2637	.5284	.0888-	.1026-	.2525-	.2855	.2604	.2761	.50
50	.3265	.1097	.1740	.0580-	.3695	.0724-	.4521	.2132	.2147	.62
51	.1472-	.3622-	.1177-	.4295-	.3016	.3010-	.1425	.0660	.0030	.47
52	.2993	.0475-	.3660	.0674	.4550-	.1249-	.2294-	.3106-	.3915-	.75
53	.2047-	.0505	.0776-	.1599-	.0794-	.4252	.4335	.3102	.1574	.58
54	.2951	.0600	.3637	.3466	.2439	.0763	.1445	.0785-	.1811	.47
55	.1413-	.2980-	.1362-	.6442-	.1212	.1161-	.0674	.0662	.0675	.58
56	.2705-	.1377-	.1542	.6610-	.1742-	.3646	.0288	.2600	.0020	.78
57	.2134	.0238	.5136	.2663-	.1462-	.1153-	.1436-	.0762	.3183-	.54
58	.2702-	.5760-	.1393-	.2906-	.2612-	.2553-	.1168	.2413-	.0957	.72
59	.1319	.2406	.2015	.1732-	.1426-	.2980	.4230-	.0553-	.0084	.46
60	.0596-	.3458-	.1688-	.3163-	.2821-	.5310	.1201-	.1318	.2427	.70

APPENDIX II I 4 (cont'd)

Variable Number	1	2	3	4	5	6	7	8	9	h^2
61	.1508	.0903	.5383	.1770	.1817	.2981	.1021	.2839	.0400-	.57
62	.1574	.4480	.1336	.4435-	.3711-	.0150	.3485-	.2725	.0375-	.78
63	.0610-	.3472-	.2614-	.0208	.4313-	.2300	.1151-	.0496	.1301	.46
64	.3240	.5363	.0248	.1235-	.0492-	.0282-	.4959-	.2391	.1491	.74
65	.5060-	.2489-	.2017-	.2937	.1085-	.1739	.1026	.3041	.0741	.60
66	.1733	.2723	.3468	.1263	.3096	.0480	.0997	.3946	.2245-	.55
67	.6080	.5901	.2205	.1768-	.1928-	.1339-	.0599-	.1307	.0012-	.87
68	.3243	.2164-	.1315	.0640-	.0711	.2406-	.0941-	.5858-	.0140	.59
69	.1884-	.0120	.0503-	.3661-	.1913	.5566	.1989	.1729-	.0647-	.59
70	.2079	.0817	.4096	.5759	.0945	.1778	.1296-	.1331-	.1555	.65
71	.5174-	.0390	.2657-	.2605-	.0043-	.2141	.1853-	.1591-	.0228	.51
72	.3197-	.0847-	.0047-	.0613-	.0669	.4294	.4110	.2846-	.3260	.67
73	.3577-	.2091-	.2017-	.2271-	.0894-	.2552	.2572	.3278-	.0639	.51
74	.2893	.1233	.2193	.0434-	.4831-	.2039	.1884-	.1725	.1034-	.50
75	.2135-	.1972-	.1390-	.0506	.2026-	.3534	.1444-	.2904	.3283-	.49
76	.4461	.1402-	.3677	.0623	.3433-	.0813-	.1156-	.0302-	.1598	.53
77	.2938-	.0669-	.1973-	.1139	.5889-	.0084-	.0637-	.0423	.3050	.59
78	.3104	.1355-	.2300	.1578-	.0003-	.2190	.4161-	.0181	.0344	.45
79	.4259	.2675-	.0259	.4208-	.1367	.1629	.4327-	.1603-	.0423-	.69
80	.2007	.0454	.1836-	.3289-	.4194-	.2258	.1480-	.2522-	.2162	.54
81	.1763-	.0224	.1168	.4233-	.4673	.0030-	.0270	.3776	.1004	.60
82	.2230	.2834	.2728	.3527-	.2771	.1621-	.3569-	.3294	.1973	.71
83	.4342	.2814	.2986	.0882-	.1421-	.3193-	.0849-	.1087-	.0806	.51
84	.0253	.0587-	.4805-	.4528-	.0553-	.0547	.1244	.3802	.0805-	.63
85	.1176	.1192-	.2382-	.0568	.5589	.1118	.0832	.2662	.3933-	.65
86	.1456	.1093	.3653-	.0159-	.1505-	.0798	.2019	.2923-	.4483	.53
87	.3407	.1914	.2613	.0236	.1229-	.1254	.1545-	.1742	.4574	.52
88	.2298	.7572	.1449	.0442-	.3959	.0582	.0716-	.1067-	.1301	.84
89	.5131-	.3310-	.0217-	.0501	.0846	.2257	.1213	.0666-	.0535	.46
90	.1951-	.4543-	.1784-	.0685-	.3455-	.2138	.0794	.0344	.2850-	.54
91	.1422	.4631	.4777-	.0247-	.1053	.1846-	.1226	.2397-	.1707	.61
92	.1234-	.1358	.3607-	.2408-	.2537	.1477	.6002	.2475	.0552-	.73
93	.0611-	.1052-	.6730	.0000	.0000-	.0000-	.0000	.0000	.0000	.47
94	.1036	.3499	.3627	.2053	.1480	.1607-	.1962	.1719	.1561	.63
95	.4763-	.0037	.0141-	.2347-	.2327	.2329	.1592	.2912	.2132	.55
96	.4999	.1118	.4375	.0353	.4766-	.1632	.0488-	.2200-	.0968	.77
97	.1985-	.1789	.3336-	.2924	.0227	.0381	.4317	.0713-	.0814-	.47
98	.1786	.4831	.5066	.0758	.2572-	.1691	.2666-	.2182	.0015	.74
99	.3426-	.1961-	.2450-	.1487-	.1624	.0290	.4931	.2956	.0269	.60
100	.0738-	.1972	.4394-	.0812-	.0440	.0227	.7174	.1442	.0860	.70
101	.5039	.2411-	.1432	.3118-	.3190	.2044-	.2033-	.3719-	.0054	.75
102	.0125-	.4401-	.2391-	.2004-	.5286-	.3102	.1815	.1626	.1923-	.76
103	.1204	.0109	.2604	.5769	.2937-	.0543-	.2669-	.2998-	.1516	.69
104	.2231-	.4107-	.0247	.4782-	.0713-	.1450-	.3495	.0280-	.0015-	.60
105	.2040	.2247	.3686	.1608	.0206-	.4769	.1138	.3450-	.1246	.63
106	.1707	.4944	.0784	.0930-	.1003-	.3576	.3178	.0267	.1549-	.55
107	.2641-	.2026	.2554-	.2362-	.0428	.3757	.2832	.5272	.2636-	.80
108	.0315-	.1240-	.4868	.1565	.1562-	.0363	.5142-	.0725	.0732-	.59
109	.0969	.1715-	.2098	.1973-	.6008-	.4380	.0360	.0929-	.0258-	.69
110	.1263	.2067	.2497	.5419	.1772	.2768	.0159	.2141	.0573-	.57
111	.0209	.5083	.4604	.0132	.3366-	.2064	.1549-	.1327	.0616	.67
112	.0666	.1091	.3181-	.2667-	.2195-	.2912	.2377	.0205	.1524-	.47
113	**.8532	.0000	.0001-	.0000	.0001-	.0001-	.0001	.0000	.0000	.73
114	.0449	.0871	.5221	.0231-	.3369-	.0396	.3294	.2056	.0580	.55
115	.2986	.2277-	.2353-	.1189-	.2914	.1667	.1263	.0654-	.2202	.40
116	.3614-	.3081-	.2857-	.2991-	.4205	.1922	.1637	.0344-	.0273	.64
117	.0849-	.0762-	.5555	.1696	.1157	.0261	.0345	.2300	.1417-	.44
118	.4065	.3317	.2272	.3681-	.0397-	.0969-	.0622-	.1702-	.0896	.51
* 119	.0944	.0882	.0951	.0843	.0764	.0681	.0754	.0652	.0469	59.41

* These values are the sums of the squared loadings on each factor and, in the case of the last column, the sum of the communalities. The proportion of the total variance which each of these sums represents can be obtained by dividing the sum by the number of items included in the analysis.

** The factor was rotated through the variable with the underlined loading.

APPENDIX II I 5

Factor Analyses, Form A, Spring 1964
Item Loadings, Centroid Analysis
After Alternative Rotations of Factors 1 and 2

Variable Number	Factor 1	2	3	4	5	6	7	8	9	10	h^2
1	.3953-	.2100	.0479-	.3035	.3229-	.1349-	.2861-	.2115-	.1823	.0016	.58
2	.3194	.1230	.1607-	.0623-	.0253-	.3683-	.1315-	.3070	.2780	.0162-	.47
3	.2942	.2387	.0374-	.2287-	.2000	.3439-	.2660	.2670-	.1753	.0163	.53
4	.4484	.1201-	.2615	.1004-	.0473	.0180-	.1278	.2362-	.1277	.1986-	.42
5	.4374-	.0013-	.2474-	.4163	.2639-	.1212-	.0833	.2023-	.1668	.0604-	.59
6	.1486-	.1395	.3578-	.1429	.1998	.0373	.0951-	.0106-	.0152-	.2469-	.30
7	.4818-	.2456	.0195	.1751	.0620-	.2234	.2222	.2290-	.2211	.0610-	.53
8	.1909	.1719	.0014-	.2265-	.2487	.1670-	.1790-	.1608-	.3106	.3213-	.46
9	.3506	.1995	.1839-	.2693	.1760	.3248-	.0760	.1356	.2709	.2382-	.56
10	.3364	.1805-	.0712-	.1051	.3321	.2937-	.1612	.1563	.1625	.1535-	.46
11	.5886-	.3581	.0197-	.3588	.0115-	.0834-	.1466-	.1187-	.1070-	.1186	.67
12	.4267	.3426	.1591-	.0055	.1635-	.1737-	.0480	.2962	.1393	.0643-	.50
13	.4568	.1477	.0873-	.2241	.1461-	.0625-	.1669-	.0858-	.0921	.2088-	.40
14	.5052	.1080-	.1671	.2273	.0934-	.3048-	.1591-	.0775	.2758	.2313-	.61
15	.2012-	.1143	.0876	.0208-	.2140-	.3195	.1862-	.3689-	.3223-	.2083	.53
16	.4399-	.0378-	.2432-	.3594	.3510-	.0355-	.0601-	.2014-	.2051	.1216	.61
17	.2461-	.0825-	.3135-	.2710	.3055-	.0141-	.1423	.0120-	.1393-	.0995-	.38
18	.2797	.3011	.0269	.1166-	.2095	.1963-	.1764-	.1404-	.1393	.0720	.34
19	.3147	.0062	.0723-	.3016	.2997	.2436-	.3272	.1288-	.0364-	.0119	.47
20	.4405	.2156	.1696	.0431-	.2460	.3662-	.0741	.1561-	.0747	.0629-	.51
21	.3303	.0666	.3418-	.0118	.2510	.0386	.1332	.2977-	.2026	.1652-	.47
22	.7219-	.1992	.0433	.0079	.0226-	.0724-	.0435-	.1907-	.3118-	.0634	.71
23	.5224	.0449	.1976	.0442	.1974	.1931	.3478	.1466	.4407	.0329-	.73
24	.1349-	.3740	.1476	.1991	.2862-	.2555	.0365-	.0824-	.2389	.0931	.44
25	.2802-	.2026	.1493	.0984-	.1566-	.2499-	.1395	.2484-	.2904	.0872	.41
26	.1505-	.2662-	.1621-	.2854	.1242	.1731-	.1827-	.0404-	.1212	.3389	.41
27	.0978-	.0029-	.1038-	.1429-	.1794	.0653	.2945-	.1469-	.0177	.2102	.23
28	.5810	.0443-	.0655	.1249	.1085-	.0603	.0327-	.2228	.2239	.1816-	.51
29	.4137-	.0346-	.1379-	.2525	.0834	.1444-	.0088	.2050-	.0917	.3520	.46
30	.0150-	.3976	.2469	.2090	.0002	.1468	.0640	.2607	.1005-	.2552-	.43
31	.6741-	.0492	.2256-	.0640	.1807-	.0381-	.2749-	.0826	.1695-	.0031-	.66
32	.4114-	.4327	.2167-	.1779-	.0861	.1716	.0607-	.0867-	.1069	.1389	.51
33	.2631	.2895	.1196	.0410	.0217	.0432	.3059-	.1109-	.0534	.0841	.29
34	.5719	.1107-	.3176-	.1167-	.0836	.0197	.1026-	.1217	.2122	.2182-	.58
35	.4352-	.0510	.1621-	.0293	.2950-	.2329	.1673-	.0163	.1858	.2631	.49
36	.5212	.3279	.1222	.0663	.1415	.2524	.1112	.0583-	.0421	.0768-	.51
37	.5952-	.2339	.0034	.3363-	.1160	.2503	.0062	.0312-	.0183	.2326	.65
38	.3572	.2691-	.1556-	.0239	.0530	.1871-	.3391	.0138-	.0530	.1756	.41
39	.2673	.1452	.2271	.1139-	.3671	.3439-	.1284	.0161-	.1861	.1683-	.49
40	.6375-	.2023	.0270	.2499-	.0671	.0545-	.2424-	.0600-	.2514-	.0448-	.65
41	.4246-	.1098	.2172-	.1026-	.1011-	.1263-	.3065	.0476	.0309	.3607	.50
42	.2269	.1507-	.0377	.0161	.3458	.0325	.0489-	.2450-	.0946	.1103	.28
43	.3480	.0339-	.3489-	.1580-	.2991	.0688	.3521	.1384-	.2418	.1692-	.50
44	.2360	.2769	.0761	.2389	.0791-	.1495	.1368-	.2270-	.4195	.0990	.48
45	.4153	.4265	.1126-	.0497-	.0516	.1703-	.0662	.2218-	.3093	.2093-	.59
46	.6345-	.4455	.2081-	.2197	.0351-	.0524	.1591-	.0807-	.1117-	.0129	.74
47	.2169-	.0437-	.1478-	.2908	.2047-	.1000	.1596-	.0521-	.2749-	.2599	.38
48	.2344	.4441	.0601-	.1747	.1374-	.2032-	.1383-	.0397	.0555	.2916-	.46
49	.5652-	.3336	.0270-	.0444-	.2224-	.0729-	.0310-	.2385-	.1157	.1644	.59
50	.2573-	.2635	.1035	.1150	.0268-	.2400	.0093	.0387	.1651	.1237-	.26
51	.3702	.2506	.0419-	.3185-	.1122-	.1271	.1273-	.0521-	.2291	.3055-	.50
52	.4182-	.2815	.1599-	.1821	.0154-	.0184-	.3319-	.0339-	.1930	.1896	.50
53	.4552	.0376	.1072	.2099	.1455	.0765	.3547	.1027-	.2262	.0582-	.48
54	.2450-	.0602	.2264-	.2283	.0719	.1849	.2192	.2256-	.1616-	.3384	.45
55	.4589	.2837	.0370	.2167	.1309-	.0334	.2115	.1531-	.1060	.2347-	.49
56	.5477	.1797	.0673	.3140-	.1836	.1694	.1579-	.1807-	.3754	.1691-	.72
57	.4718-	.1346	.2154-	.1329-	.2832-	.0328	.0179	.1134	.0490	.2761	.48
58	.1616	.1322-	.1232-	.3863-	.1536	.1506-	.1164-	.1991-	.2413	.2112-	.41
59	.6229-	.1039	.2753-	.0104	.0091-	.0330-	.2504-	.0805	.1406-	.0548-	.57
60	.3262	.1605	.3706-	.0940	.2083-	.1994	.1521	.3158-	.0282	.2520-	.55

APPENDIX II I 5 (cont'd)

Variable Number	1	2	3	4	5	6	7	8	9	10	h^2
61	.5517-	.0190-	.2305-	.2005	.0052-	.1192-	.0979-	.4470-	.1057	.1663	.66
62	.2117-	.0156-	.1397-	.4291	.3788-	.1034-	.0085	.1274-	.1462-	.1715	.47
63	.3815	.1799	.2382-	.0955	.2233	.2533-	.1032	.3040-	.1015-	.0984	.48
64	.5413-	.2230-	.3069-	.1521	.2311-	.0349	.1295-	.1197	.1053-	.0310	.56
65	.6880	.1831-	.2763	.0420	.2772	.0172	.2437	.1149	.1084	.0788	.75
66	.4729-	.0494	.0300	.1086	.0089	.0539-	.0551-	.1991	.2529	.0454	.35
67	.4198-	.0984-	.2434-	.3342	.1841-	.0156	.1033	.3128	.0613	.1402	.52
68	.4273-	.2936	.2266	.2408	.0768-	.3027	.2836-	.2423-	.0599-	.1298	.64
69	.3402	.3511	.1625-	.2804-	.2159	.0734-	.1473	.0722-	.4134	.0488-	.60
70	.2707-	.1331-	.3632-	.1940	.0164	.4560	.0652-	.0100-	.1903-	.0377	.51
71	.3087	.4025	.2712-	.1047-	.1412	.2600-	.0025-	.1050-	.0632	.3209-	.55
72	.2445	.1690	.1027	.2439	.1322	.2664-	.0577	.0806	.2804-	.1164	.35
73	.6503	.0659	.1967-	.0603	.3325	.2279-	.1656	.2030-	.0614-	.0476	.71
74	.4146-	.2666-	.1829-	.2821	.0163	.3527	.3048-	.0226-	.1049-	.0111-	.59
75	.2268	.1345-	.3575-	.0914-	.1245	.2258-	.1066	.3578-	.1193-	.3054-	.52
76	.1252-	.4579-	.1714-	.0557	.1502-	.0980	.2865	.1935-	.0142-	.1920-	.45
77	.1921	.0795-	.3849-	.1412-	.2024	.0311	.3086	.1663	.0791-	.1322-	.40
78	.4550-	.1166-	.0843-	.1225	.1823-	.3422	.0296	.0739-	.0461-	.0117	.40
79	.1841-	.0912-	.3297-	.1790	.1316-	.2429-	.2217	.0972-	.1196-	.0172-	.33
80	.0975	.3967	.2493-	.0209	.2059	.1901-	.0301-	.2320	.1608	.2993-	.48
81	.2485	.2050	.2401-	.4132-	.1344-	.2238	.1608	.1295	.2342	.1601-	.52
82	.6812-	.1005	.1472	.0352	.0081-	.1641	.0021-	.0117-	.0324	.2277	.58
83	.3821-	.4353-	.0499-	.2354-	.0398	.5059	.1049	.0504-	.0612-	.0022	.67
84	.4350	.0419	.0029-	.1646	.0842-	.1428	.0583-	.0608-	.2729	.3940-	.48
85	.6178	.2064	.0335-	.0735	.3327-	.2874-	.1106-	.2015-	.0811	.0757-	.69
86	.5295-	.2716-	.1026-	.0242	.0927	.0052-	.0775	.1857	.0590-	.2939	.50
87	.0483-	.0969	.3017-	.0267-	.1004-	.3846	.1026-	.1738	.3016-	.1296	.41
88	.2965-	.0153	.2658-	.0133	.2539-	.3420	.2140-	.0314	.0558	.1281	.41
89	.3913	.3992	.0225-	.0270	.1521-	.2638-	.0116	.1323-	.0137-	.0001-	.42
90	.5050	.1298-	.4392-	.0255-	.0743	.0743-	.2928	.0513-	.1564	.2130-	.63
91	.2736-	.2843-	.1956-	.1876	.3546	.0324	.2852-	.0265-	.1542	.1513	.48
92	.5495	.0070-	.2379	.2330	.2432	.0982-	.1736	.1778-	.2379	.1904-	.64
93	.3514-	.0845	.4475-	.1900-	.1559-	.1670	.0872	.2275	.1793-	.2670	.58
94	.6364-	.1077	.1271-	.2713	.0552-	.1753	.1495	.0976	.2781-	.2587	.72
95	.1244	.7300	.0000	.0000	.0000-	.0000-	.0000-	.0000	.0001-	.0000	.55
96	.4356-	.1753-	.3009-	.3995-	.2340	.2365	.0392	.0650-	.0194	.0090-	.59
97	.4699	.2304-	.2751-	.0870	.0082-	.0408-	.1723	.3411	.1225	.0414	.52
98	.4166-	.1444-	.2925-	.1430	.0145-	.3768	.1926-	.0451-	.2446-	.0881-	.55
99	.6624	.0843	.2219-	.1415	.2186	.0526-	.2386-	.1130	.0808	.0618-	.65
100	.6003	.0283-	.0769	.2563-	.1233-	.0385	.2704	.1402-	.0731	.0702-	.55
101	.3015-	.2153-	.0273-	.2907-	.2424-	.1564	.3589	.1924-	.2987-	.0932-	.57
102	.4218	.0933	.2433-	.0865	.2812	.3844-	.0393-	.0902-	.0375	.1438	.51
103	.1857-	.1303-	.0173-	.2375	.0866	.2494	.1044-	.3274	.1060	.2231	.36
104	.3815	.2834	.2115-	.4326-	.1376-	.1545-	.2659	.0537-	.1627	.0531	.60
105	.4196-	.0733	.2314-	.2386	.0590	.0535	.1951	.1364	.1738-	.0395-	.39
106	.2746-	.0054	.0091	.3084	.2785	.1710	.0216	.2232	.2210-	.2790	.45
107	.8548	.0001-	.0000	.0000	.0001-	.0000	.0001-	.0001-	.0001-	.0000	.73
108	.2581-	.1739-	.1437-	.1473-	.2223-	.1754	.1272-	.2243	.0052-	.3450	.40
109	.1437	.2060	.2652-	.0726	.1746	.2106	.1979-	.1434	.1387	.3149-	.39
110	.3331	.0081	.2468-	.3314-	.1364	.1167-	.0463-	.2359	.3343	.0521	.49
111	.5032-	.3180-	.1872-	.1147	.2022	.2274	.2500	.2305	.0138	.0614-	.61
112	.4559	.3724	.0326-	.2073	.1492	.0407	.2827-	.0313-	.3654	.0852	.64
113	.7472-	.2686-	.0484-	.1021	.1271	.0329-	.1400-	.1744	.3251-	.0359	.82
114	.2750-	.3692	.1305-	.1469	.0120-	.2450	.0516-	.0951	.0857-	.2482-	.39
115	.3027	.3819	.1501	.0076	.1223	.0228-	.1410-	.3576-	.3617	.0414-	.56
116	.4029	.4256	.2257-	.3721-	.1093	.1498	.1287	.1403	.1336	.0050-	.62
117	.0651-	.2126-	.3533-	.1757-	.1072	.3636	.4076-	.1872-	.2461-	.0896	.62
118	.5951-	.0618-	.0858	.1282-	.1562-	.3199	.1942	.1014	.0511	.1226	.57
*119	.2101	.0638	.0473	.0483	.0394	.0478	.0391	.0366	.0423	.0369	61.15

* These values are the sums of the squared loadings on each factor and, in the case of the last column, the sum of the communalities. The proportion of the total variance which each of these sums represents can be obtained by dividing the sum by the number of items included in the analysis.

APPENDIX II I 6
Social Values Questionnaire
Form A, Spring 1964

Varimax Factor Matrix

Variable No.	Factor 1	2	3	4	5	6	7	8	9	10	11	h^2
1	-.06	-.02	-.13	.54	-.14	-.03	.12	.17	.27	.23	-.22	.55
2	-.11	-.29	.11	-.25	-.19	-.04	-.30	-.10	.45	-.08	.12	.53
3	.09	.13	.47	.07	.08	.18	-.37	-.07	.12	-.01	.42	.63
4	.02	.48	.21	-.12	.24	.18	-.16	-.04	.06	-.23	.12	.48
5	.02	-.04	.01	.63	.02	-.21	.04	.13	-.23	-.03	-.01	.51
6	-.34	.23	.28	.02	-.04	-.09	-.23	-.21	.18	-.02	.15	.41
7	-.02	.08	.24	-.09	-.31	-.13	-.23	.21	.37	-.24	.21	.53
8	.07	.20	.32	-.39	-.27	.07	-.29	.16	.04	-.11	.13	.52
9	.21	-.03	-.04	-.17	-.07	-.03	-.13	.10	.48	-.09	.43	.53
10	-.16	.23	.02	-.03	-.04	-.05	.07	.09	.58	-.16	.08	.47
11	-.11	.27	.02	-.24	-.12	.05	-.27	.08	.52	-.21	-.11	.57
12	.17	.00	-.12	.34	.29	.10	.38	-.34	-.03	.17	-.20	.59
13	.01	-.19	.00	.49	-.22	.06	.24	.32	.01	.09	-.22	.54
14	.06	-.23	.08	.12	.06	-.03	.29	.39	.04	.05	-.22	.37
15	.09	.05	.58	-.16	-.01	-.16	-.14	.09	.13	-.19	-.12	.49
16	.11	.23	.35	-.12	.04	-.01	-.39	-.18	.27	-.10	.18	.51
17	.16	-.12	.05	.42	.13	-.12	.02	-.02	-.29	.60	-.25	.75
18	-.10	.12	.05	-.17	-.06	-.15	-.20	-.04	.06	-.67	.28	.65
19	.21	.12	-.25	.55	-.08	-.07	.14	.02	.09	-.11	.17	.49
20	-.14	-.14	-.02	.50	.04	.19	-.32	.05	.08	.08	.06	.45
21	-.01	-.15	.21	.06	-.45	.25	.09	.02	.03	.11	-.27	.42
22	-.09	-.15	.07	.05	-.15	.10	.13	-.48	-.02	.13	-.06	.34
23	.13	.30	-.03	-.32	-.13	-.00	.02	.04	.33	-.29	.26	.49
24	.12	-.34	.25	.36	-.29	.12	.01	-.05	-.13	.06	-.31	.54
25	.20	.01	-.12	.06	.12	-.58	-.09	-.07	.13	-.10	-.09	.46
26	-.02	-.25	-.12	.27	-.13	-.11	.21	.12	-.10	.58	-.25	.65
27	-.19	-.34	.05	.36	-.03	-.33	.16	-.20	-.08	.28	.23	.59
28	.10	.24	-.07	.10	-.10	.02	-.00	-.31	.35	.07	.19	.35
29	.00	.23	.16	-.44	-.17	.13	.11	-.05	.19	-.22	.42	.59
30	.08	-.15	-.34	.43	-.22	.19	.29	.10	-.14	.15	.10	.56

APPENDIX II I 6 (cont'd)

Variable No.	Factor 1	2	3	4	5	6	7	8	9	10	11	h^2
31	.09	.40	.02	-.02	.08	-.12	-.01	-.03	.20	-.34	.35	.47
32	.04	.03	.32	-.33	-.01	.23	-.06	.22	-.02	-.13	.14	.36
33	.04	.23	.26	-.07	.00	-.09	-.60	-.17	.04	-.11	.15	.55
34	.07	-.12	-.06	.24	.13	-.20	-.05	-.23	-.32	.63	-.06	.70
35	.09	-.62	.13	.22	.04	.00	-.02	.12	-.19	.17	.06	.54
36	-.10	.13	.30	-.09	-.08	-.00	-.05	-.32	-.09	-.26	-.15	.34
37	-.25	.03	.47	-.16	-.01	.00	.04	.07	-.09	-.35	.43	.64
38	.01	.09	-.03	.33	-.18	-.03	.06	-.24	.31	-.37	.15	.47
39	-.19	.26	.25	.10	.03	-.06	-.19	.07	.45	-.07	.46	.65
40	.05	-.21	-.00	.50	-.12	-.37	.21	.03	-.01	.50	-.07	.74
41	.29	-.09	.01	.18	-.04	.07	.42	.05	.04	.20	-.28	.43
42	.05	.09	.08	.02	.05	-.34	-.11	.05	.55	.10	.13	.49
43	-.00	-.29	-.04	.67	.04	-.02	-.03	-.01	-.03	.32	.04	.65
44	-.24	-.17	-.21	.31	.03	-.44	.01	-.01	.03	-.11	-.09	.44
45	-.24	.18	.00	-.08	.22	-.13	.02	-.15	.31	-.07	.41	.45
46	-.01	-.14	-.10	.40	-.37	-.10	.12	-.04	.11	.37	.04	.50
47	-.02	.06	.24	-.04	.06	-.18	-.15	.01	.08	-.68	.04	.59
48	.17	-.30	.24	.30	-.06	.00	.27	-.02	-.21	-.10	-.15	.42
49	-.06	.19	.14	.08	.20	-.18	-.08	.16	.41	-.32	.19	.48
50	-.20	.42	.14	-.09	.05	.05	-.04	-.31	.24	-.21	.48	.68
51	-.03	-.57	-.20	.222	-.02	.00	.14	.01	-.08	.31	.13	.55
52	-.45	.01	.14	-.11	.01	.17	-.12	-.22	.08	-.07	.13	.36
53	.07	-.13	-.04	.19	-.20	-.11	.20	.07	-.18	.65	-.01	.61
54	-.20	.10	.31	.10	.22	-.07	.36	.18	.33	-.21	.18	.55
55	-.11	-.08	.22	.58	-.23	.22	.17	.18	-.11	.31	-.17	.69
56	.46	-.05	-.01	.32	-.07	.18	.27	.32	.11	.10	-.20	.59
57	.09	.04	.62	-.03	.03	.08	-.05	-.09	.30	-.06	.05	.51
58	-.01	-.20	-.17	.10	-.20	.07	.34	.29	-.17	.43	-.18	.57
59	.18	.29	.10	-.35	-.00	.16	-.25	-.08	.06	-.63	.09	.75
60	.06	-.24	-.18	.25	-.35	-.13	-.13	.02	-.21	.08	-.06	.37
61	.15	-.33	-.18	.08	-.26	-.14	.15	.44	-.18	.09	-.15	.53
62	.19	.20	-.23	.60	-.02	-.17	.20	-.14	-.12	.20	-.15	.65
63	-.32	-.00	.22	.07	-.04	-.04	-.30	-.10	.22	-.20	.54	.64
64	.10	-.06	.05	.05	-.09	-.20	.60	.11	-.36	.05	-.05	.57
65	.63	.13	.23	-.10	-.02	-.01	-.15	-.02	.16	-.04	-.09	.54
66	-.12	.08	-.17	.09	-.29	-.03	.50	.06	-.21	.28	-.29	.60

APPENDIX II I 6 (cont'd)

Variable No.	Factor											
	1	2	3	4	5	6	7	8	9	10	11	h^2
67	-.08	.26	.53	-.19	.13	.20	.05	.19	.04	.13	.15	.52
68	-.07	.12	.11	-.04	.09	.25	.22	.39	-.32	-.04	-.03	.41
69	-.08	-.22	.29	-.40	.05	-.09	.08	.12	-.10	-.16	.19	.40
70	-.07	-.29	-.04	.26	.05	-.20	.37	.02	-.30	-.01	-.28	.50
71	.08	-.03	.15	.06	-.03	.19	.08	.57	-.03	.20	-.03	.44
72	-.09	.10	.12	-.10	-.15	-.39	-.20	.17	.27	.18	.32	.50
73	-.20	.04	-.10	-.11	.20	-.04	.07	.14	.05	-.06	.64	.55
74	.07	-.12	-.24	.49	-.07	-.08	.05	.02	-.37	.24	-.16	.56
75	-.22	-.02	-.21	-.02	.07	.11	.34	.01	-.63	.05	-.03	.62
76	.04	.50	-.03	-.04	-.04	-.03	.10	.13	.24	-.33	.27	.52
77	-.01	.05	.18	-.07	.18	.12	-.08	-.03	.73	-.17	.11	.66
78	.14	-.29	-.11	.11	-.26	.18	.00	.09	-.47	.16	-.18	.52
79	.31	-.23	-.08	-.09	.02	-.10	.54	-.12	-.09	.07	.21	.54
80	-.17	-.07	-.21	.16	-.04	-.07	.46	.15	-.07	.32	.12	.46
81	-.03	-.02	.17	.03	.24	-.07	-.12	.01	.62	-.03	.08	.49
82	-.21	-.03	.50	-.37	.01	-.03	.10	.14	.19	-.29	.22	.63
83	-.10	.03	.04	-.00	-.58	.13	.15	-.09	-.21	.22	-.11	.50
84	.08	.41	.22	-.05	-.07	.09	-.26	-.06	.22	-.56	.03	.67
85	.02	-.49	-.12	.00	.04	-.04	.32	.17	-.20	.30	.20	.57
86	.28	-.32	-.05	.37	-.07	-.17	.23	.19	-.34	.25	-.23	.67
87	.24	-.07	.11	.21	.13	-.41	-.08	-.22	.30	.03	.35	.57
88	-.33	-.10	.11	.03	-.02	.05	.15	-.05	-.54	.37	.21	.62
89	.10	-.08	.12	-.52	-.18	.11	.06	.21	.12	-.26	.26	.54
90	.03	.03	-.06	.10	-.12	-.03	.59	.09	-.23	.34	-.10	.57
91	.00	.25	.19	-.38	-.24	-.08	.08	-.07	.44	-.26	.15	.60
92	-.04	.23	.03	-.22	.37	.23	-.06	.05	.16	-.38	.32	.58
93	-.10	-.10	.06	.02	.51	.20	.17	.21	-.36	.25	-.02	.59
94	-.00	-.15	.51	-.19	-.16	.01	-.15	-.13	.36	-.16	.02	.54
95	.15	-.01	-.26	.00	-.39	-.09	.18	.10	-.22	-.07	-.08	.35

APPENDIX II I 6 (cont'd)

Vari-able No.	Factor											
	1	2	3	4	5	6	7	8	9	10	11	h^2
96	.03	-.20	.22	.02	.26	.14	-.18	-.04	.19	-.26	.53	.59
97	.02	-.27	-.03	.12	-.10	-.33	.07	.28	-.24	.08	-.16	.38
98	.28	-.20	.06	.02	-.22	-.32	.15	-.10	-.28	.02	-.28	.46
99	.01	.14	.08	-.41	.14	.12	-.01	-.14	.48	-.50	.15	.75
100	-.17	-.51	-.27	-.12	-.09	.03	.28	-.11	-.10	.16	-.07	.52
101	-.26	.14	.11	-.19	-.15	-.51	.20	-.04	.17	.08	.18	.52
102	-.04	.03	.03	-.29	-.24	.17	-.11	-.04	.08	-.07	.53	.48
103	-.12	-.12	.04	-.03	-.22	-.16	.17	.30	-.59	.13	-.10	.60
104	.04	.24	.04	.09	-.38	-.09	.01	-.24	.49	-.22	.33	.66
105	.17	-.16	-.08	.05	-.19	-.06	.12	.06	-.50	.53	-.40	.81
106	.03	-.03	-.00	.16	.00	-.46	.23	.04	-.01	.23	.11	.36
107	-.14	.41	.09	.34	-.07	-.02	-.19	-.21	.34	-.12	.29	.60
108	-.01	-.06	.09	-.14	.14	-.18	-.06	-.20	.14	-.10	.69	.63
109	-.09	.02	.12	-.10	-.04	.07	.56	-.33	-.20	.24	-.01	.56
110	.03	-.22	-.30	.26	.09	-.06	.13	.11	-.52	.13	-.01	.53
% Total Vari-ance Acct'd For	2.64	4.89	4.26	6.88	3.20	3.10	5.18	3.14	7.91	7.12	5.68	

APPENDIX II J 1
Factor Analyses, Form B, Haverford Freshmen Class of 1968, Summer 1964
Item Loadings, Centroid Analysis, Unrotated Factors

Variable Number	Factor 1	2	3	4	5	6	7	8	9	10	h^2
1	.3610	.1936	.1140	.1133	.1137	.2603	.1757-	.2079	.0846-	.0605	.33
2	.1377-	.2459	.0284	.0963-	.2784	.0417-	.0825-	.3005-	.1526	.2709-	.37
3	.1640-	.1120	.2804	.1077	.0248-	.0683-	.0745-	.1256-	.0865-	.0226	.17
4	.0319	.1052	.1251	.1209-	.0432-	.1758-	.1603-	.0201	.1404	.0369	.15
5	.1312-	.0324	.0596	.3635	.2212-	.1559-	.1986	.1443	.0709-	.0685	.30
6	.3552-	.0761-	.2711-	.1789	.2067	.1333	.1276-	.0718-	.1463	.0817-	.35
7	.4375-	.3379	.0615-	.1067-	.1108	.0283-	.0352-	.0267	.0354	.1326	.24
8	.0826-	.2151	.3355	.1134	.0858-	.1744	.0556	.0089-	.0807-	.1865	.27
9	.0242-	.3073	.1447	.1218	.0320-	.0971-	.1286	.0841-	.0726-	.1856	.21
10	.2046	.1494	.0700-	.0567-	.1186-	.1161-	.1164-	.1907	.1617	.0091-	.18
11	.3232-	.0722	.1607	.1577	.2161	.0136	.0577-	.0736-	.0769	.0302-	.24
12	.4519-	.2033	.2058-	.2653	.0842-	.0352	.0302-	.1575-	.0890-	.0578-	.42
13	.0762-	.1654-	.2960	.0913	.0530	.0717	.0771	.3219	.0378	.2458	.31
14	.2112-	.0113-	.1139-	.2225	.0383	.0603	.0827	.0185-	.0528-	.0257	.12
15	.3434	.0207-	.2211	.0757	.0377	.1186	.1220	.2943	.1561	.0726	.32
16	.1621-	.0055-	.0380	.1363	.1678	.2462	.2066	.1133-	.0539-	.0752-	.35
17	.4366-	.1302	.0481	.1136-	.3133-	.3047	.1388	.1149	.0545	.1714	.49
18	.5365	.0275-	.2732	.0951	.2675-	.0648-	.0405-	.0638-	.0400	.0347-	.46
19	.3575	.2113	.2086	.0405	.0232	.0572-	.2671	.0377-	.1945-	.1094	.34
20	.2580	.0511	.1916-	.1042-	.0009-	.2039-	.0263	.1025	.1432	.0867-	.21
21	.0301	.1033	.2487	.3333	.2063	.2133	.1304-	.2428-	.1043	.1308	.38
22	.2561-	.3182	.2779-	.1951	.0204-	.0272	.1331	.1521	.1226-	.2293	.30
23	.2526	.1477	.1242	.0250-	.2514	.0066	.1870-	.0437-	.1003-	.2488	.31
24	.4774-	.0564-	.2223-	.0349	.1130	.1437	.1153	.0433-	.0728-	.1754	.37
25	.2361	.3833	.1773	.0923-	.1326	.0364	.0974-	.1005-	.1970	.1022	.33
26	.4624	.2397	.1728-	.0267	.0077-	.0752	.0601	.0003-	.1367	.0447	.38
27	.1841-	.1465	.0539-	.2354	.0457	.1174	.3368-	.1256	.0495-	.0562-	.27
28	.4168-	.3307	.1833-	.1078	.1945	.1440	.1941	.0910	.1086-	.1142	.46
29	.3346-	.1231	.1975	.3530-	.2017-	.0185-	.2871	.1029	.0738	.1563-	.46
30	.3799	.1316-	.3965	.1951-	.1163-	.0701-	.0427	.0513	.1859	.1002-	.43
31	.5088-	.0965	.0876-	.0941-	.0400	.0260	.2556	.1051-	.1240	.2023	.46
32	.4145-	.0703-	.0843	.1064-	.1841	.0482	.1416	.0488	.0898-	.3444	.36
33	.3602-	.1596	.3349	.0556-	.2719-	.0416	.1096-	.1862-	.0193	.0700	.41
34	.3875	.0447	.0248	.2043	.0955-	.0154	.1453-	.2352-	.2060	.1570	.30
35	.4831	.1334-	.1990	.0700-	.1162	.1684	.1557-	.1334	.1761	.2318-	.47
36	.1792-	.3488	.1095	.0715-	.1772	.0877	.1216	.0393	.1429	.1321-	.27
37	.1529-	.3400	.2347-	.0402-	.1204-	.1243-	.1803	.2143-	.1150	.0750	.51
38	.2606-	.1425	.0658	.2344	.2003	.0930-	.1503-	.0554	.1577	.3981	.41
39	.6009	.1399	.1925	.1184	.1728-	.0913-	.1472	.1264-	.1070-	.1706-	.55
40	.3676-	.2407	.2369	.4041-	.2224-	.0363	.0912-	.1385	.0977-	.1253-	.50
41	.3565	.1567	.1001-	.0690-	.2452-	.1081	.0601	.1078	.1253	.0573	.31
42	.2254	.2102	.3274	.2597	.0200	.1024-	.2861-	.0642-	.1047	.1749	.30
43	.0487	.1883	.0536	.1004-	.0809	.1785-	.1055	.0654-	.0805-	.0254	.11
44	.5264-	.1715	.1691-	.2736-	.2303	.1400-	.0576	.2137	.0868	.0600	.55
45	.1308-	.3446	.2033	.2148	.1352-	.0095-	.1812-	.2770	.0948	.0728	.38
46	.3541	.2174	.2082-	.2240	.1148	.0390-	.0769-	.1516	.0656	.0870	.33
47	.5062	.0709	.1001	.2875	.1835-	.1087	.0903	.1464-	.1096-	.0044-	.45
48	.3609	.0260	.0971-	.0694-	.1672-	.2223	.1565-	.0907-	.1711-	.1470	.31
49	.3455-	.1716-	.2061	.0653	.1345-	.0193	.0521-	.0157	.0623	.0513	.21
50	.3640	.0730	.0310	.1981	.1322-	.1023	.0500-	.0208-	.1515-	.1550-	.24
51	.3358-	.3033	.1777-	.0147-	.0147	.0460-	.0522-	.0654-	.0760-	.1378-	.34
52	.0992	.2136	.0206	.1328-	.1882	.0801	.1071-	.2111-	.1476	.0723-	.20
53	.3777-	.0217	.0331	.2436	.1069	.0737	.0907-	.0859-	.1610	.0356-	.26
54	.3563	.1002-	.2395	.1104-	.2143	.0634	.1746	.0703	.0324	.0743-	.30
55	.4615	.1332	.0461-	.2411-	.0584-	.1380	.2406	.2460-	.1670-	.0267	.40
56	.4415-	.1484	.1187	.1169	.1642-	.1603	.0666-	.0491-	.1665-	.0191-	.33
57	.3331-	.1116	.0583	.0923	.3780	.1142	.1336	.1523	.3008	.3040-	.40
58	.4530	.1609	.0313	.1654	.1002	.2029-	.1468	.0510	.0625	.1431	.44
59	.2686	.1729	.1050-	.0639	.1574-	.2402	.1662-	.1477	.0571-	.0603-	.34
60	.5462	.1113-	.0950	.2883	.0377	.1521-	.0405-	.0567	.2379-	.1407-	.51

APPENDIX II J 1 (cont'd)

Variable Number	Factor 1	2	3	4	5	6	7	8	9	10	h^2
61	.3220-	.1696	.1553	.7599-	.1317-	.1315	.2616-	.1422	.1387-	.2672-	.50
62	.2205	.5761	.0872-	.1385	.1307	.0164	.1523	.1653-	.0499-	.2000-	.52
63	.2586-	.1277	.1599	.1277	.1157-	.2525-	.1882-	.0335	.1566	.1448-	.28
64	.2956-	.0373-	.2445-	.2278	.1530-	.0613	.1117	.0926-	.2351	.1038	.37
65	.4795-	.0685	.0686	.2933	.2420	.0628	.0681	.1068-	.1203	.2023-	.50
66	.1447	.1511	.0673-	.2329	.1022	.2143-	.0252	.1419-	.0163-	.0754-	.21
67	.1743	.4838	.1190-	.0761-	.0942	.0428	.1752	.0884	.0378	.1027-	.35
68	.3597-	.1765	.0212-	.1425-	.1942	.2532	.0526	.2355-	.0327-	.1350	.35
69	.3351	.0714	.1812	.1813-	.1915	.0573-	.0939	.0931	.0295-	.2291	.29
70	.2762	.5023	.0577-	.1686	.2313	.1462	.2185	.2171	.1593-	.1576-	.56
71	.6418	.0603	.2357	.1923	.2124-	.1111-	.2440	.0693-	.0813	.0211-	.64
72	.0225-	.2279	.1738	.0772	.1875-	.1937	.1641	.1012	.0584	.1638-	.23
73	.4101-	.1302	.2414	.2571-	.0252	.3401-	.2453	.1862-	.0820-	.0296	.53
74	.4289	.2915	.0739	.0671-	.1071-	.1473	.0986	.2067	.1931-	.1008	.41
75	.1310	.1767	.0924-	.1127-	.1539	.1723-	.1606-	.0940	.0277	.0810	.16
76	.2866-	.3026	.2247-	.1558	.2348-	.0676-	.0218-	.0704	.0290	.0329	.41
77	.3793-	.0290-	.1903	.1662	.1218	.0825	.1235-	.1347	.1349-	.2085	.33
78	.3865	.1467-	.0815	.2455-	.0618	.2453	.1883-	.2304	.1370-	.1870	.44
79	.3498	.0735-	.1415	.0153	.0592	.2617	.2143	.1720-	.1800	.1317-	.35
80	.5264	.0225	.0810	.3085	.1539	.1925-	.0440	.1656	.0356-	.1488-	.49
81	.2501	.4468	.1296	.0939-	.1354-	.0687-	.0644	.0697	.0194-	.1776	.35
82	.5272-	.1709	.2422	.0900-	.0737-	.1659	.1475-	.0173-	.0347	.1029-	.44
83	.6064-	.1206	.1110	.2276-	.2100	.1555	.1682	.1186	.1402	.1155-	.60
84	.0502-	.0381	.0348	.0430-	.1149	.2428-	.1729-	.1255-	.1216	.0610-	.14
85	.5009	.0761	.0969	.2940-	.1139	.1866	.0235-	.1534	.2241-	.0758	.49
86	.4960	.0807	.2143	.0257	.0517	.1690	.0699	.0383	.0412	.0632	.34
87	.4936	.1168-	.0646	.1860-	.2578	.1532	.1047-	.2726-	.1372	.2139	.56
88	.3890-	.0734	.0361	.1620	.0310	.0497-	.2349-	.1847	.2100-	.1520	.34
89	.5120	.1002-	.1346	.0229	.0688-	.0916-	.1246	.0613-	.1731	.0516	.38
90	.4488-	.2042	.0171	.2427-	.1535	.1375	.0823-	.1797	.0761	.0697	.33
91	.3187	.1510	.0178-	.0930	.1375	.0757	.1597-	.0867	.0697-	.0801-	.20
92	.5416-	.3285	.0626	.0232	.1747	.0457	.1233	.0986-	.0330-	.0635	.47
93	.6869-	.1610	.0770-	.1037-	.0969	.0335	.1476	.0222-	.0978	.0985-	.57
94	.2013	.4498	.3164	.1415	.1002	.0384-	.2374	.1060-	.0647	.1933-	.38
95	.5543	.0623-	.3564	.2197-	.1512-	.1145-	.1092	.0266-	.0978	.2111	.53
96	.3558-	.0257-	.1103-	.1871	.1501	.1570	.0350-	.0698	.0397	.1985-	.29
97	.2454	.3052	.3030-	.2289-	.1195-	.1749	.1905	.2286-	.1691	.1001	.51
98	.2150-	.3160	.2004	.3122-	.1722-	.1174	.0328-	.1555	.0486-	.1366-	.33
99	.1366	.2058	.2103-	.0973-	.2149	.0513-	.1225-	.0656	.1321	.0725	.21
100	.6410-	.2735	.0313-	.1330-	.1474	.0616	.1019-	.1769-	.0379	.0201	.57
101	.2849	.1463-	.2527	.1624-	.1628	.2004	.0769	.0428-	.0764-	.1272-	.29
102	.2781-	.1908	.2819	.1854-	.0343	.0777	.0482	.0562-	.1387-	.1067	.27
103	.3677-	.2380	.1139-	.0272	.1083	.1618-	.0716-	.0538	.1073	.1175	.31
104	.3192	.3866	.2227-	.1598-	.1377	.1605-	.1063	.0805	.0554	.2472-	.45
105	.2656-	.1042-	.1630	.2216	.2280-	.1565	.1723-	.1489-	.1395	.0425-	.37
106	.5400	.0888	.1495-	.3265	.0665-	.1636	.0277-	.1920	.1130	.1028	.53
107	.2369	.1814	.2151	.1685	.0680-	.1580	.0727	.0610	.1644	.0639	.23
108	.2007-	.2277-	.2909	.2935	.1740	.2408-	.0378-	.1850-	.0532	.1118	.41
109	.4233-	.2552	.2058	.3942-	.2233-	.1899-	.1449	.1191	.1214-	.0876-	.56
110	.5303	.1016	.1246	.1534	.1384	.1497-	.0567-	.2006-	.0676-	.1422-	.44
111	.3707	.2615	.2203-	.1672-	.0854-	.3013	.2007-	.0940	.1172	.1381	.44
#112	.1523	.0490	.0332	.0372	.0273	.0243	.0233	.0226	.0176	.0220	40.35

These values are the sums of the squared loadings on each factor and, in the case of the last column, the sum of the communalities. The proportion of the total variance which each of these sums represents can be obtained by dividing the sum by the number of items included in the analysis.

APPENDIX II J 2

Item Loadings-SVQ-Form B
Centroid Analysis - After Rotation of Factors 1,2 & 4
Haverford Freshmen Class of 1968, Summer 1964

Variable Number	Factor 1	2	3	4	5	6	7	8	9	10	h^2
1	.2471-	.2176	.1457-	.2747	.0958-	.2111	.2394-	.1658	.0368	.0720	.35
2	.3535	.2830	.0618-	.0323-	.1504-	.1265-	.0593-	.1998-	.1654	.2174-	.37
3	.1766	.0193	.2914-	.1114-	.0119	.0097-	.1117-	.0486-	.1454-	.0513	.17
4	.0618	.0540	.1524-	.0280	.1266	.2122-	.1699-	.0380-	.1588	.0473	.15
5	.0616-	.0025	.0619-	.3696-	.0248	.0431	.0815	.2482	.2202-	.1635	.30
6	.3433	.0782-	.2840	.1707-	.2468-	.1821	.0886-	.0095	.0742	.0902-	.35
7	.4303	.1716-	.0612	.0141	.0527-	.0645-	.0504	.1027	.0021	.0751	.24
8	.1279	.0982	.3620-	.0053	.0905	.2106	.0251	.0205-	.0982-	.2242	.27
9	.0854	.2234	.1573-	.0793-	.1172	.0330-	.0393	.0382	.1125-	.2820	.21
10	.1600-	.1146	.0449	.0134	.1661	.1304-	.1675-	.1572	.2003	.0706-	.19
11	.3411	.0158	.1748-	.1653-	.2237-	.0624	.0735-	.0341	.0086	.0721-	.24
12	.4448	.1230	.1902	.2649-	.0676	.2167	.0707-	.0374	.2070-	.0071-	.42
13	.0863-	.2901-	.2675-	.0143	.1324-	.1110	.1001	.2739	.0170	.1754	.31
14	.1439	.0019	.1172	.1670-	.0902-	.1450	.0560	.0662	.1303-	.0636	.12
15	.3731-	.0331	.2204-	.0791	.0798-	.1140	.0690	.2083	.2147	.0707	.32
16	.1119	.0397	.0216-	.0530-	.2202-	.2652	.3155	.0687-	.0894-	.0522-	.26
17	.3569	.1825-	.0591-	.0208	.3502	.2969	.2202	.1784	.0257	.1130	.48
18	.5307-	.1176	.2735-	.0650-	.1822	.0327-	.1483-	.1632-	.0534	.0293	.46
19	.2594-	.3363	.2418-	.1041	.0102	.0710-	.1420	.0799-	.1429-	.2005	.34
20	.2306-	.1106	.1787	.0066-	.1323	.2309-	.0211-	.0614	.1754	.0516-	.21
21	.0829	.1472	.2611-	.1001-	.2744-	.2020	.1890-	.1706-	.0686	.2055	.38
22	.2535	.1635	.2275	.0517-	.0622	.0995	.0565	.3260	.1705-	.3011	.30
23	.0709-	.1444	.1477-	.3555	.1880-	.0178	.2005-	.0761-	.0813-	.2275	.31
24	.4176	.1645-	.2351	.0299-	.1160-	.1540	.1685	.0504	.1328-	.1338	.37
25	.0249	.3254	.2340-	.1749	.0055	.0607-	.1377-	.0637-	.2806	.1648	.33
26	.2737-	.4245	.1215	.0820	.1623	.0489	.0389-	.0305-	.2070	.1633	.33
27	.1990	.0436	.0345	.0521-	.0684-	.1936	.0585-	.2035	.0746-	.0833-	.27
28	.4611	.1902	.1391	.0174	.1007-	.1452	.1642	.2848	.1305-	.1641	.46
29	.2812	.0736-	.2086-	.0069	.3273	.1112-	.3824	.1367	.0737	.1901-	.46
30	.3304-	.0653-	.3784-	.0648	.1067	.1342-	.0540	.1043-	.2473	.1312-	.43
31	.5016	.1146-	.0796	.0678-	.0264	.0015	.3234	.0251	.0325	.2862	.46
32	.3468	.1857-	.0675-	.0446	.1492-	.0018	.2431	.0933	.1111-	.0284-	.26
33	.3806	.0797-	.3539-	.1034-	.3105	.0710	.0670-	.0934-	.0484-	.0648	.41
34	.2722-	.1484	.0362-	.1365-	.0257	.0847	.2509-	.2586-	.2770	.2527	.33
35	.4256-	.0375	.1641-	.1890	.1385-	.0870	.1507-	.0362-	.3021	.2606-	.47
36	.2914	.2484	.1564-	.0423	.0401-	.0127	.1269	.2082	.1785	.0330-	.27
37	.5220	.1626	.1891	.2173-	.2364	.1053-	.1778	.0024-	.0167	.1656	.51
38	.2266	.0745-	.0522-	.1171-	.2205-	.0159-	.1841-	.1913	.0770	.4236	.41
39	.5284-	.4057	.2188-	.0401-	.1386	.0506-	.0082-	.1662-	.0677-	.0370-	.55
40	.3958	.0952-	.2642-	.2277	.3945	.0296-	.0300	.1610	.0345-	.2278-	.53
41	.2565-	.1647	.0715	.1571	.3093	.1529	.0133	.3453	.2157	.0816	.31
42	.1028-	.1896	.0606-	.0805-	.0463-	.0178-	.4055-	.0125-	.0857	.2660	.30
43	.0426	.1854	.0860-	.0648	.0001	.2286-	.0783	.0177-	.0545-	.0662	.11
44	.5490	.1101-	.1496	.1095	.0439-	.2602-	.1697	.3148	.0965	.0102-	.55
45	.1212	.0308	.2492-	.1479-	.1442	.0059	.2686-	.3036	.0325	.1368	.38
46	.2546-	.3031	.1703	.0358	.1128-	.0000	.2125-	.1780	.0978	.1827	.33
47	.4705-	.3361	.1161-	.0904-	.0814	.2080	.0640-	.1694-	.1032-	.0343	.45
48	.2571-	.0766	.0874	.2895	.1773	.1748	.1699-	.1830-	.0638-	.1191	.31
49	.2063	.2923-	.1802-	.1652-	.0624	.0951	.0013	.0403	.0361-	.0054	.21
50	.3356-	.2473	.0461-	.0009	.0691	.1660	.1621-	.0436-	.1305-	.0875-	.26
51	.4574	.2632	.1235	.0470-	.1164	.0556-	.0636-	.0834	.0997-	.0707-	.34
52	.1280	.2388	.0526-	.1403	.0708-	.0293-	.0935-	.1901-	.2247	.0428-	.30
53	.3511	.0556-	.0308-	.2672-	.1612-	.1679	.0938-	.0369	.0515	.0015-	.27
54	.3216-	.0757	.2273-	.1867	.2860-	.0335-	.1706	.0437-	.1331	.0020-	.30
55	.2336-	.3707	.0115	.1333	.2940	.1096	.1463	.2675-	.0901-	.1202	.40
56	.3950	.0415-	.1330-	.1070-	.1575	.2347	.0414-	.0740	.2417-	.0188-	.33
57	.3282	.0621	.0692-	.1666-	.2449-	.1098	.1583	.2571	.2591	.1728-	.40
58	.4169-	.3086	.0508-	.0489-	.1079-	.2516-	.0192-	.0884	.0730	.2600	.44
59	.2084-	.1812	.0752	.1749	.1637	.2908	.2105-	.1519	.0317	.0458-	.30
60	.5847-	.1886	.0851-	.0458-	.1716-	.0524-	.1917-	.0246-	.2221-	.0668-	.51

APPENDIX II J 2 (cont'd)

Variable Number	Factor 1	2	3	4	5	6	7	8	9	10	h^2
61	.3639	.0954-	.1738-	.2543	.2808	.0058	.1225-	.1361	.0569-	.3853-	.50
62	.0378	.7187	.0000	.0000-	.0000	.0000	.0000	.0001-	.0001-	.0001-	.52
63	.2147	.0280-	.1731-	.3145-	.0990	.1491-	.2199-	.1318	.0435	.0950-	.28
64	.2082	.0915-	.2513	.3810-	.0719	.1873	.0862	.0095	.1891	.1680	.37
65	.4428	.0902	.0713-	.3664-	.2854-	.1601	.0643	.0666	.0104-	.2119-	.50
66	.0592-	.3122	.0427	.1678-	.2049-	.1487-	.0023-	.0523-	.0559-	.0541	.21
67	.0224	.5011	.0455	.1550	.0769	.0479-	.0965	.1796	.1355	.0028	.35
68	.4950	.0541	.0001	.1659	.0729-	.1501	.1434	.1378-	.0026-	.1074	.35
69	.2308-	.0857	.1942-	.3085	.1100-	.1764-	.0855	.0183	.0890	.2044	.29
70	.0812-	.6159	.0188-	.1537	.1229-	.1163	.0815	.3328	.0607-	.0184-	.56
71	.6289-	.3136	.2506-	.1488-	.1261	.0292-	.0668	.1237-	.0820	.1244	.64
72	.0132	.1925	.2047-	.0765-	.2030	.2290	.1203	.1594	.0547	.1000-	.23
73	.4141	.0330-	.2521-	.0854-	.0935	.3937-	.3060	.0740-	.1464-	.0302	.53
74	.3302-	.2954	.1106-	.3288	.1859	.0807	.0220	.1641	.0526-	.1273	.41
75	.0044-	.1157	.0641	.1685	.0526-	.2437-	.1781-	.0970	.0964	.0816	.17
76	.2924	.1817	.1694	.2165-	.3434	.0382	.1071-	.2546	.0594-	.1326	.41
77	.2881	.2278-	.1790-	.0175-	.1711-	.1473	.0836-	.1009	.1939-	.1510	.33
78	.3389-	.1570-	.0646-	.5210	.0309-	.1001	.1162-	.0257	.0501	.0336	.44
79	.2817-	.1749	.1341-	.0220	.0919-	.2175	.1926	.2479-	.2354	.0859-	.35
80	.5312-	.2059	.0905-	.0989-	.2441-	.1062-	.1243-	.1324	.0215-	.0323-	.49
81	.0943-	.3252	.1953-	.1693	.2665	.1186-	.0237-	.1177	.0563	.2502	.35
82	.5361	.1105-	.2573-	.0295-	.1440	.1481	.0482-	.0801	.0015-	.1516-	.44
83	.6007	.1072-	.1191-	.0346	.0765-	.0457	.3108	.2171	.1556	.1811-	.60
84	.1220	.0124	.0393-	.0865-	.0801-	.2526-	.1686-	.0975-	.0956	.0447-	.14
85	.3534-	.1433	.1136-	.5664	.0000	.0000-	.0000-	.0000	.0000-	.0000	.48
86	.3956-	.2161	.2304-	.1895	.0518-	.1271	.0030	.0445-	.1459	.0900	.34
87	.2773-	.0506	.0536-	.3373	.2201-	.0013	.0726-	.4219-	.2804	.1723	.54
88	.3100	.1656-	.0411-	.0318-	.0521-	.0338	.2213-	.2787	.2736-	.1118	.34
89	.4044-	.0749	.1549-	.0273-	.0085	.0846-	.0468	.1693-	.1997	.1303	.38
90	.5117	.1023-	.0404-	.2038	.0037	.0170	.0391	.2493	.1331	.0157-	.33
91	.2019-	.2492	.0085-	.1551	.1167-	.0551	.2259-	.0649	.0252	.0422-	.20
92	.6149	.1279	.1021-	.0659-	.0643-	.0353	.1516	.1100	.0897-	.1044	.47
93	.6705	.0523-	.0622	.1344-	.0074	.0035	.2423	.1460	.0219	.1084-	.57
94	.0260-	.5907	.0840-	.0991-	.0129-	.0324-	.0354	.0303	.0904	.0062-	.39
95	.5048-	.0049-	.3501-	.1828	.1629	.1922-	.0808	.1862-	.1872	.1957	.53
96	.2938	.0401-	.1177	.1812-	.1005-	.2137	.0075-	.1527	.0327	.1001-	.28
97	.0016	.3620	.2523	.1784	.2742	.0487	.1653	.2725-	.2620	.1830	.51
98	.2806	.0569	.2500-	.2105	.3304	.0036	.0423	.1894	.0272	.1870-	.30
99	.0329	.1820	.1760	.1787	.0082-	.1417-	.1300-	.0812	.2148	.0880	.21
100	**.7576	.0001-	.0000	.0001	.0000	.0000-	.0001-	.0001-	.0000	.0000-	.57
101	.2355-	.0214	.2327-	.2574	.1534-	.0846	.1287	.1744-	.0393	.1841-	.23
102	.3409	.0093-	.3027-	.1632	.0754	.0019-	.1198	.0066	.1112-	.0632	.27
103	.4327	.0708	.0746	.0929-	.0133-	.1495-	.0805-	.2160	.0530	.1567	.31
104	.1185-	.4387	.1601	.1496	.0378	.2746-	.0260	.1267	.1693	.1475-	.45
105	.2583	.2251-	.1412-	.3218-	.1073	.2946	.1440	.0913-	.0018	.0441-	.37
106	.5088-	.2501	.1278	.0018	.0324-	.2489	.1867-	.1483	.1560	.1900	.52
107	.1890-	.1060	.2422-	.0372-	.0460	.1969	.0157-	.0747	.1789	.1418	.23
108	.0934	.2051-	.2611-	.3631-	.3227-	.0982-	.0600-	.1333-	.0754-	.1417	.41
109	.3788	.0953-	.2276-	.0547	.3845	.2783-	.2409	.1833	.1246-	.1484-	.56
110	.3823-	.3791	.1451-	.0063-	.1607-	.1317-	.1864-	.2247-	.0234-	.0264-	.44
111	.1585-	.2069	.1752	.3842	.2056	.1778	.2124-	.0279	.2852	.1234	.46
*112	.1297	.0545	.0331	.0364	.0308	.0243	.0260	.0281	.0210	.0243	40.97

* These values are the sums of the squared loadings on each factor and, in the case of the last column, the sum of the communalities. The proportion of the total variance which each of these sums represents can be obtained by dividing the sum by the number of items included in the analysis.

** The factor was rotated through the variable with the underlined loading.

APPENDIX II J 3

Factor Analyses, Form B, Haverford Freshmen
Class of 1968, Summer 1964
Item Loadings, Centroid Analysis, After Alternate Rotation of Factor 1

Variable Number	Factor 1	2	3	4	5	6	7	8	9	10	h^2
1	.4240	.1323	.2123	.0738-	.1490	.1506	.1597-	.0921	.1529-	.0001	.35
2	.2502-	.2650	.0021	.0335-	.2634	.0013-	.0893-	.2445-	.1886	.2468-	.37
3	.1719-	.1371	.2327	.1993	.0379-	.0361-	.1001-	.0838-	.0593-	.0476	.17
4	.0299-	.1874	.1373	.1187-	.0466-	.1630-	.1638-	.0374	.1479	.0416	.15
5	.0717	.0533	.0248	.3827	.3136-	.1749-	.2003	.1288	.0818-	.0589	.30
6	.1299-	.0174-	.3571-	.2940	.1903	.1716	.1330-	.0338-	.1673	.0639-	.35
7	.3433-	.1064	.1714-	.1042	.0793	.0697	.0515-	.1341	.0945	.1834	.24
8	.0206-	.2257	.3114	.1648	.0913-	.1813	.0552	.0928-	.0741-	.1914	.27
9	.0200	.3073	.1463	.1124	.0767-	.0983-	.1297	.0888-	.0725-	.1847	.21
10	.2088	.1142	.0080-	.1672-	.1000-	.1580-	.1100-	.1307	.1277	.1302-	.19
11	.3411	.0158	.1748-	.1653-	.2237-	.0624	.0735-	.0341	.0086	.0721-	.24
12	.1880-	.2746	.3073-	.4015	.1005-	.1302	.0444-	.1170-	.0617-	.0617-	.42
13	.0377	.1538-	.2586	.1678	.0389	.0965	.0733	.3355	.0378	.2429	.31
14	.0377-	.0231	.1652-	.2791	.0342	.0688	.0816	.0096-	.0468-	.0314	.12
15	.3749	.0762-	.3017	.0668-	.0646	.0517	.1335	.2075	.0991	.0194	.32
16	.0998-	.0679-	.0096-	.2076	.1581	.2640	.2967	.0950-	.0402-	.0616-	.25
17	.2175-	.1895	.0619-	.1058	.3523-	.3869	.1268	.1918	.0943	.2045	.48
18	.3740	.1145-	.4018	.1342-	.2233-	.2003-	.0237-	.1741-	.0208-	.0889-	.46
19	.2036	.1505	.3032	.1238-	.0530	.1261-	.2579	.1647-	.2274-	.0813	.34
20	.1905	.0086	.1156-	.2420-	.0691-	.2508-	.0329	.0543	.1122	.1150-	.21
21	.1406	.0947	.2521	.2999	.2202	.1819	.1232-	.2929-	.0959	.1119	.30
22	.0509	.3556	.3162-	.2326	.0210-	.0276	.1301	.1483	.1271-	.2244	.30
23	.1680	.1048	.1918	.1368-	.2691	.0577	.1795-	.0990-	.2233-	.2272	.31
24	.2833-	.0218	.3415-	.2321	.0847	.2224	.1031	.0409	.0238-	.2180	.37
25	.1638	.3399	.2488	.1988-	.1481	.0001	.0872-	.1387-	.1754	.0797	.33
26	.4552	.2197	.0337-	.2425-	.0492-	.0425-	.0999	.2271-	.0597	.0202-	.30
27	.0450	.1744	.0935-	.2730	.0452	.1156	.3347-	.1113	.0596-	.1037-	.27
28	.1533-	.3940	.2710-	.2414	.1730	.1942	.1866	.1388	.0825-	.1305	.46
29	.4192-	.1764	.1078	.1299-	.2496-	.0933	.2685	.2251	.1390	.0976-	.46
30	.1182	.1915-	.4756	.2597-	.1050-	.0964-	.0466	.0234	.1660	.1182-	.43
31	.3720-	.1778	.2126-	.1410	.0050	.1306	.2384	.0123	.1724	.3549	.46
32	.3911-	.0027-	.0294-	.1212	.1404	.1531	.1246	.1616	.0266-	.1011	.26
33	.3388-	.2453	.2376	.1520	.3085-	.1239	.1228-	.0918-	.0760	.1195	.41
34	.4061	.0188-	.1265	.0071-	.0524-	.0837-	.1280-	.3452-	.2377	.1002	.30
35	.3378	.2100-	.3118	.2535-	.1459	.0942	.1451-	.0456	.1154	.2828-	.47
36	.1184-	.3733	.0740	.0103	.1600	.1281	.1153	.1382	.1607	.1235-	.27
37	.3196-	.4090	.3296-	.1228	.1495-	.0530-	.1768	.1220-	.1690	.1217	.51
38	.0229-	.1829	.0016	.3244	.1988	.0626-	.1556-	.0909	.1726	.4055	.41
39	.3959	.0405	.3479	.1684-	.1184-	.2205-	.1677	.2578-	.1764-	.2205-	.55
40	.4282-	.2372	.1433	.1634-	.2745-	.2150	.1100-	.2582	.0326-	.0650-	.52
41	.3904	.0968	.0028	.2718-	.2342-	.1152	.0746	.0072	.0651	.0017	.31
42	.3165	.1705	.0940	.1053	.0540	.1800-	.2737-	.1463-	.0568	.1312	.30
43	.0775-	.1779	.0782	.1170-	.0807	.1715-	.1034	.0482-	.0684-	.0369	.11
44	.4474-	.2547	.2926-	.0402-	.1767	.0057-	.0349	.3579	.1617	.1250	.55
45	.0954	.3613	.1769	.2481	.1346-	.0998-	.1815-	.2676	.0823	.0508	.38
46	.4797	.1531	.0997-	.0180-	.1628	.1494-	.0588-	.0244	.0295-	.0180	.32
47	.4659	.0122-	.2312	.0165	.1275-	.0305-	.1136	.2958-	.1886-	.1624-	.45
48	.3044	.0329-	.0013	.2464-	.1372-	.1423	.1422-	.1830-	.2192-	.1047	.31
49	.2481-	.0738-	.1034	.2580	.1659-	.0917	.0638-	.0930	.1044	.0875	.21
50	.3502	.0128	.1279	.0032-	.0909-	.0096-	.0416-	.1366-	.2238-	.2079-	.26
51	.2397-	.4425	.2419-	.0927	.0046-	.0014	.0602-	.0390-	.0423-	.1048-	.34
52	.0023-	.1947	.0548	.1762-	.1913	.0727	.1054-	.2150-	.1482	.0727-	.23
53	.1688-	.0827	.0653-	.3932	.0867	.1209	.1070-	.0345-	.1896	.0117-	.27
54	.1559	.1567-	.3134	.2256-	.2324	.0258	.1809	.0264	.0050	.0975-	.30
55	.3188	.1157	.0838	.2759-	.2170-	.0331	.2584	.3543-	.2201-	.0189-	.42
56	.2720-	.2181	.0060	.3151	.1950-	.2263	.0766-	.0193	.1251-	.0108	.33
57	.1568-	.1652	.0272-	.2405	.2532	.1732	.1244	.2088	.3253	.1864-	.40
58	.4225	.0804	.1530	.0957-	.1500	.4014-	.1630	.0293-	.0018-	.0828	.44
59	.4010	.1270	.0241-	.0821-	.1252-	.2022	.1504-	.0740	.1241-	.1126-	.30
60	.4277	.1991-	.2288	.0118	.0038	.2305-	.0295-	.0821-	.3134-	.2037-	.51

APPENDIX II J 3 (cont'd)

Variable Number	Factor 1	2	3	4	5	6	7	8	9	10	h^2
61	.3854-	.2196	.0734	.1519-	.1773-	.2343	.2776-	.2420	.0843-	.2145-	.50
62	.2226	.5327	.0022-	.0411-	.1653	.0647-	.1656	.2467-	.0912-	.2341-	.52
63	.1800-	.1680	.0925	.2445	.1322-	.2073-	.1967-	.0880	.1844	.1204-	.29
64	.0059-	.0112	.3143-	.3086	.1603-	.0749	.1097	.0751-	.3427	.1057	.37
65	.2940-	.1454	.0555-	.4856	.2150	.1283	.0576	.0325-	.1627	.2530-	.50
66	.1279	.1256	.0209-	.1125	.2187	.2684-	.0330	.1883-	.0390-	.0946-	.21
67	.1895	.4491	.0488-	.2021-	.1138	.0039-	.1829	.0345	.0052	.1310-	.35
68	.3120-	.2311	.1041-	.0264	.1597	.3301	.0412	.1504-	.0205	.1813	.35
69	.1587	.0161	.2650	.2981-	.2061	.0850-	.0986	.0590	.0503-	.2086	.22
70	.3409	.4573	.0272	.0128-	.2665	.0610	.2330	.1133	.2201-	.2083-	.56
71	.5027	.0447-	.3968	.1118-	.1528-	.2522-	.2664	.2146-	.0005	.0936-	.64
72	.0792	.2285	.1716	.0826	.1854-	.1965	.1671	.0781	.0425	.1769-	.23
73	.6047-	.1950	.1318	.0066-	.0258-	.2084-	.2219	.0211-	.0155	.1169	.53
74	.3888	.2082	.1948	.2741-	.0720-	.0583	.1138	.0977	.2562-	.0459	.41
75	.0816	.1531	.0475-	.1858-	.1629	.1867-	.1590-	.0786	.0167	.0701	.16
76	.0087-	.4339	.2745-	.2110	.2988-	.0598-	.0274-	.0783	.0315	.0345	.41
77	.1951-	.0329	.0838	.3514	.0932	.1496	.1340-	.1989	.1002-	.2387	.33
78	.2671	.2075-	.1728	.3742-	.0774	.2016	.1798-	.1637	.1777-	.1505	.44
79	.2401	.1293-	.2243	.1285-	.0546	.1944	.2265	.2455-	.1404	.1676-	.35
80	.4777	.0632-	.2159	.0263	.2110	.3206-	.0640	.0262	.1168-	.2191-	.49
81	.2072	.3944	.2089	.2175-	.1156-	.1155-	.0717	.0179	.0491-	.1496	.35
82	.4285-	.2542	.1039	.1908	.1250-	.2821	.1656-	.1033	.1021	.0423-	.44
83	.5158-	.2174	.0454-	.0358	.1460	.3056	.1443	.2749	.2431	.0425-	.60
84	.1417-	.0457	.0221	.0118-	.1077	.2171-	.1782-	.0864-	.1447	.0412-	.14
85	.2803	.0061-	.2267	.4855-	.1360	.1228	.0121-	.0713	.2706-	.0363	.48
86	.4066	.0009-	.3391	.1888-	.0904	.0727	.0865	.0733-	.0226-	.0054	.34
87	.2521	.1354-	.1856	.3780-	.2852	.0868	.0930-	.3412-	.1031	.1700	.54
88	.1838-	.1356	.0632-	.3242	.0068	.0098	.2447-	.2418	.1795-	.1600	.34
89	.3445	.1820-	.3165	.1899-	.0305-	.1808-	.1387	.1522-	.1215	.0323	.38
90	.3345-	.2743	.0914-	.0110-	.1055	.2494	.0992-	.2808	.1328	.1185	.33
91	.3152	.0973	.0721	.0848-	.1705	.0033-	.1463-	.0073-	.1144-	.1264-	.20
92	.4005-	.4121	.0663-	.2598	.1322	.1458	.1070	.0145	.0328	.1218	.47
93	.5372-	.2704	.2459-	.2136	.0379	.1739	.1247	.1327	.1837	.0222-	.57
94	.1942	.4112	.0574	.0059-	.1294	.1054-	.2480	.1714-	.0296	.2232-	.39
95	.2565	.1514-	.4843	.4021-	.1244-	.1768-	.1187	.0897-	.0624	.1764	.52
96	.1331-	.0324	.2000-	.3187	.1313	.1989	.0411-	.1074	.1179	.1814-	.29
97	.1864	.2613	.2155-	.3786-	.0988-	.1191	.2004	.3521-	.1426	.0834	.51
98	.2489-	.3467	.1596	.1657-	.2055-	.1909	.0442-	.2258	.0121-	.1022-	.38
99	.1492	.1839	.1584-	.1931-	.2280	.0783-	.1183-	.0340	.1113	.0518	.21
100	.5342-	.3739	.1851-	.1636	.0910	.1957	.1235-	.0269-	.1253	.0971	.57
101	.0556	.1906-	.3116	.2315-	.1697	.1801	.0803	.0693-	.0895-	.1365-	.20
102	.3361-	.2334	.2078	.0065-	.0023-	.1628	.0346	.0369	.0836-	.1562	.27
103	.1992-	.3538	.1928-	.1600	.0852	.1007-	.0824-	.1232	.1436	.1474	.31
104	.2046	.3297	.1154-	.3495-	.1660	.2213-	.1154	.0262	.0173	.2792-	.45
105	.1810-	.0442-	.0577	.3953	.2514-	.2046	.1793-	.0978-	.1696	.0169-	.37
106	.7220	.0000-	.0001-	.0000-	.0000-	.0000-	.0001-	.0000	.0000-	.0000	.52
107	.3218	.1406	.2768	.0476	.0419-	.0904	.0845	.0196-	.1159	.0183	.27
108	.1971-	.1921-	.2274	.4069	.1612	.2010-	.0455-	.1269-	.1188	.1413	.41
109	.5407-	.2712	.0973	.1297-	.2792-	.0541-	.1216	.2711	.0375-	.0107-	.56
110	.3245	.0142	.2624	.1104-	.1881	.2618-	.0391-	.3113-	.1243-	.1904-	.44
111	.4267	.1979	.1050-	.3703-	.0538-	.2163	.1851-	.0147-	.0528	.0782	.46
*112	.1013	.0537	.0452	.0549	.0281	.0304	.0235	.0288	.0204	.0274	40.97

* These values are the sums of the squared loadings on each factor and, in the case of the last column, the sum of the communalities. The proportion of the total variance which each of these sums represents can be obtained by dividing the sum by the number of items included in the analysis.

APPENDIX II J 4
Social Values Questionnaire
Form B, Class of 1968, Summer 1964

Varimax Factor Matrix

Variable No.	Factor 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	h^2
1	.02	.27	.08	.13	.07	.01	.06	-.19	-.03	-.10	.45	-.19	.03	-.20	.03	.43
2	.09	.06	.06	-.24	-.21	-.09	.33	.25	-.21	-.08	-.21	-.27	-.03	-.12	.02	.48
3	-.08	.05	.02	-.01	.05	-.57	.10	-.11	.06	-.03	-.14	-.06	-.06	-.01	.01	.39
4	.01	.01	.17	.14	.02	-.03	.55	.03	.03	.03	-.05	-.02	-.18	-.02	-.05	.40
5	-.04	-.23	.22	.13	.13	-.07	.00	-.30	.22	-.11	-.07	-.05	.09	.21	.40	.52
6	-.17	-.18	.00	-.12	-.45	-.14	.24	.23	.03	-.27	.05	.11	.25	.13	.08	.58
7	-.28	.09	.18	.05	-.44	-.07	.06	-.12	-.01	-.08	-.27	.09	-.04	.15	-.22	.49
8	-.11	.03	-.22	-.05	.07	-.22	.11	-.54	-.15	.01	-.01	-.12	-.16	-.03	.24	.54
9	.06	-.04	-.15	-.13	.17	-.01	.01	-.49	-.11	.08	-.05	-.18	-.12	.23	-.06	.43
10	.03	.07	.55	.11	.09	.22	.11	.09	-.06	.19	.13	-.17	-.04	-.05	.09	.50
11	.12	-.08	.10	-.12	-.33	-.19	.13	-.05	.03	-.29	-.07	-.05	.04	-.12	.21	.36
12	-.06	.00	.16	-.26	-.24	-.08	.02	.02	-.06	-.03	-.03	-.03	.05	.42	.45	.54
13	-.23	-.03	.01	-.01	-.07	.09	-.05	-.65	.15	-.02	-.06	.09	.05	-.23	.02	.57
14	-.16	-.01	.10	-.08	-.17	-.08	-.04	-.10	.03	.07	-.08	-.12	.18	.13	.34	.28
15	-.15	.16	.18	.08	.27	.48	.02	-.18	.06	-.34	.11	.00	-.04	-.17	-.08	.60
16	-.02	.02	-.10	-.07	-.10	.02	-.22	.10	.03	-.57	-.06	.02	.01	.02	.10	.42
17	-.02	-.18	-.20	.01	-.23	-.06	-.18	-.26	-.15	-.13	.15	.17	-.50	.25	.16	.66
18	-.09	.12	.03	.00	.69	.00	.07	-.06	-.05	.08	.08	.01	.01	-.11	-.11	.55
19	.09	.20	-.03	.25	.34	.09	.09	-.11	-.05	-.10	-.18	-.32	.04	-.06	.18	.44
20	-.03	-.27	-.05	.11	.19	.24	.18	.08	.02	.25	-.02	-.13	.03	.04	-.34	.42
21	.00	.31	-.01	-.17	.07	-.11	.38	-.02	-.11	-.51	.08	.08	.17	.03	.12	.62
22	.12	.11	-.04	.03	-.19	.09	-.12	-.04	.12	-.10	.14	-.12	-.02	.63	.08	.55
23	.05	.71	-.05	-.02	.12	.02	.08	-.02	-.04	-.09	.12	-.01	.07	.06	-.20	.60
24	.02	.01	-.17	-.03	-.47	.10	.06	.13	.04	-.19	-.13	.19	.03	.27	.34	.56
25	.04	.15	-.01	.09	.08	.09	.55	-.18	-.28	.05	.01	-.27	-.03	-.06	.06	.55
26	-.01	.18	.18	.17	.32	.16	-.11	.11	-.34	-.11	.19	-.28	.08	.13	-.22	.56
27	-.09	-.12	-.26	.00	-.42	-.14	.06	-.12	.15	-.23	-.02	-.29	-.06	.38	.06	.61
28	-.06	-.25	.07	-.04	-.13	.10	-.12	-.12	-.07	.04	-.30	-.07	-.56	-.06	.04	.55
29	.21	-.00	-.01	.22	.37	.04	.10	.04	-.03	-.10	.03	.15	-.21	-.40	-.08	.49
30	-.07	.02	-.01	.06	-.42	.02	.03	-.14	-.18	-.22	-.37	.09	-.06	.36	.07	.56

APPENDIX II J 4 (cont'd)

Variable No.	Factor 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	h^2
31	-.12	.25	.00	-.27	-.26	.13	-.05	-.04	.15	-.14	-.32	.12	-.15	.08	-.00	.43
32	.07	.02	.03	-.12	-.01	-.43	.12	-.12	-.07	-.05	-.08	.13	-.45	.12	.06	.49
33	-.01	.01	.14	-.02	.36	-.08	.09	-.17	-.44	-.03	.21	.06	.25	.01	-.20	.54
34	.00	.02	.12	-.06	.17	.11	.06	.01	-.12	.00	.33	-.08	.05	-.64	-.13	.62
35	.37	.04	.17	.01	-.23	-.04	-.08	-.07	-.05	-.33	.04	-.27	-.26	-.02	.06	.49
36	.01	-.10	.17	-.12	-.21	.01	-.05	.01	-.23	-.13	-.27	-.07	-.21	.57	-.18	.65
37	.11	.09	.16	-.07	-.30	-.11	.17	-.58	-.04	-.00	-.01	.05	.26	.17	.00	.62
38	.06	-.09	-.06	.21	.66	-.13	.01	.06	.02	-.06	.08	-.27	.04	-.14	-.12	.63
39	-.12	-.03	-.03	-.00	-.19	-.03	.16	-.02	.02	.13	-.04	.02	-.71	.06	-.07	.61
40	-.09	-.05	-.10	.26	.24	.20	.08	-.01	-.17	.10	.29	-.08	-.10	.05	.08	.34
41	.18	.01	.31	.17	.10	-.15	.26	-.23	-.15	-.07	.27	.02	.31	.09	-.05	.51
42	.49	.16	-.10	.14	.05	-.10	-.13	.12	.06	.01	-.14	-.16	-.07	.05	-.02	.40
43	.01	-.20	-.02	.04	-.64	-.06	.06	-.04	.18	.09	-.19	-.18	-.19	.13	-.21	.67
44	.14	.03	.18	-.18	.08	.01	.35	-.25	.23	-.00	.24	.02	-.25	.30	-.02	.54
45	.20	.09	-.04	.07	.15	.28	.24	.07	.11	-.07	.40	-.13	.25	.25	.01	.54
46	-.12	-.01	-.01	.16	.55	-.05	.05	.08	-.01	-.22	.18	-.17	.18	-.04	.17	.52
47	-.28	.24	-.15	.32	.21	-.20	-.04	.08	-.21	.21	.23	-.04	.10	-.00	-.04	.50
48	.04	-.09	.14	-.13	-.11	-.29	-.15	-.30	.01	.08	-.07	.24	-.14	-.01	.05	.34
49	-.01	.19	.14	-.08	.40	.07	-.16	.04	-.11	-.06	.26	-.13	.05	-.05	.09	.37
50	-.08	-.09	-.01	-.20	-.23	-.12	.12	.04	-.04	.09	-.06	-.31	-.16	.36	-.06	.41
51	.08	.05	.02	-.06	-.12	-.18	.18	-.06	-.39	.15	.00	-.26	.04	-.23	-.04	.40
52	.14	-.04	-.11	-.66	-.11	-.07	.01	-.12	-.01	.04	.05	.09	-.05	.22	-.03	.56
53	.26	-.04	-.22	.08	.19	.14	.01	-.14	.09	-.07	-.03	-.14	-.00	-.48	.01	.46
54	-.00	-.08	-.41	.23	.49	.03	-.01	.18	-.20	-.05	.09	-.19	-.08	.13	-.02	.62
55	.12	.04	.05	-.06	-.17	-.43	-.09	-.10	.04	-.02	.02	.03	-.24	.17	.36	.48
56	-.07	-.09	.06	-.38	-.30	.07	.18	.10	.19	-.45	-.02	-.18	-.17	-.04	-.02	.60
57	.21	.12	.07	.24	.39	.03	.01	.00	.15	-.15	.03	-.25	.25	.05	-.28	.52
58	-.10	-.01	-.07	-.02	.15	-.07	-.04	.05	-.02	.02	.62	-.10	-.12	.02	-.16	.49
59	-.11	.19	.02	-.00	.53	-.03	-.09	.00	.25	.12	.09	-.17	.36	-.18	-.04	.61
60	-.18	.17	.01	-.08	-.21	-.09	.23	.17	.16	.28	-.01	-.03	-.58	-.04	.15	.67

APPENDIX II J 4 (cont'd)

Variable No.	Factor 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	h^2
61	.12	.10	-.03	-.14	.17	-.11	.04	.09	-.18	0.06	.10	-.68	.02	.16	-.06	.63
62	-.01	-.07	.64	-.12	.00	-.12	.18	-.01	.07	-.09	-.10	.08	-.13	.11	-.04	.53
63	.08	-.50	-.04	-.18	-.14	.02	-.08	-.18	-.14	-.16	.07	.16	.07	.31	-.04	.52
64	-.00	-.00	.14	-.71	-.20	-.06	-.09	-.06	.03	-.16	-.19	-.13	-.01	.08	.05	.68
65	.52	.05	-.06	-.14	.15	-.03	-.02	.08	.06	-.10	.02	-.13	.24	.16	-.06	.45
66	-.06	-.09	-.12	.04	.03	.10	.06	-.08	-.04	.04	.10	-.63	-.11	.10	-.16	.50
67	.01	.31	.04	-.10	-.40	-.21	-.29	-.08	-.38	-.12	-.15	-.13	-.06	.09	.04	.61
68	.05	.37	-.17	.04	.19	.48	.16	-.23	.04	.11	-.11	-.14	-.01	-.10	-.06	.57
69	-.02	.14	-.03	-.02	.06	.15	.03	-.07	.09	-.10	.20	-.73	-.01	.04	.18	.68
70	-.05	-.04	-.09	.19	.73	.08	.23	-.03	.04	-.05	-.03	-.18	.12	-.09	.02	.70
71	-.10	-.04	.03	-.06	.16	-.05	.08	.03	.05	-.15	.13	-.17	-.36	.02	.22	.30
72	.04	-.11	-.01	.05	-.15	-.23	.16	-.11	.04	.03	-.63	-.08	-.25	.08	-.02	.61
73	-.17	.26	.11	.36	.26	.33	.03	-.13	-.07	-.03	.16	-.28	-.09	-.02	.15	.57
74	.02	.11	.10	-.04	-.04	.00	-.04	-.01	-.01	.08	.11	-.15	.06	.02	-.56	.38
75	.12	-.11	.28	.09	-.12	-.16	.01	.03	-.02	.11	.15	-.17	-.14	.52	.29	.59
76	-.16	.07	.05	-.01	-.30	-.40	-.15	-.37	.28	-.13	.04	.07	-.01	.02	-.09	.56
77	.06	.39	-.17	.36	.01	.15	-.03	-.05	.05	.15	.29	.14	.00	-.32	-.02	.57
78	-.26	-.11	.00	-.01	.22	.13	.05	-.05	-.42	-.31	.02	-.14	.08	-.39	.04	.60
79	-.01	-.07	.08	.10	.40	-.02	.17	-.07	.28	-.00	.12	-.34	.36	-.21	-.04	.60
80	.11	.21	.20	.25	.21	.01	-.15	-.27	-.31	.03	.07	-.30	-.20	.07	-.15	.56
81	.13	.10	.18	-.16	-.31	-.35	-.09	-.07	-.04	-.14	.01	.11	-.43	.02	.16	.57
82	.11	-.07	-.05	-.10	-.57	-.06	-.01	-.05	.06	-.26	-.20	-.05	-.40	-.02	.10	.64
83	.55	-.11	.18	-.08	-.09	.03	.17	.01	-.06	.14	-.07	.05	.05	-.07	.01	.43
84	.05	.24	-.42	.20	.19	.29	.03	-.09	.06	.19	.23	-.16	-.11	-.29	-.14	.63
85	.14	.17	-.39	.08	.40	.12	.20	-.09	-.01	-.08	.21	-.14	-.04	-.19	.08	.54
86	.10	.22	-.36	.14	.15	.17	.23	.04	-.35	-.00	.08	.10	.23	-.28	-.14	.61
87	.17	.25	.12	.02	-.32	-.19	-.00	-.09	.39	.01	.08	.13	-.03	.21	.20	.51
88	.07	-.08	-.16	.14	.51	.15	.15	-.11	-.02	-.08	-.06	.05	.10	-.19	-.24	.49
89	-.05	.09	-.05	-.05	-.51	-.10	.07	-.06	.14	-.04	.00	-.02	-.33	.07	-.27	.50
90	-.00	-.00	-.07	.12	.04	-.22	.11	.02	.11	.02	.33	-.24	.17	-.21	-.27	.41

APPENDIX II J 4 (cont'd)

Variable No.	Factor															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	h^2
91	.04	.07	-.02	-.29	-.35	-.08	-.04	-.25	-.02	-.09	-.22	-.20	-.25	.33	-.05	.55
92	.01	-.11	.01	-.23	-.50	-.01	-.04	.06	-.01	-.20	-.25	-.00	-.32	.30	.02	.62
93	.12	-.01	.01	-.13	.20	-.14	.00	-.02	-.19	-.07	-.03	-.61	-.02	.00	-.07	.51
94	.26	.11	-.13	.39	.50	.10	.10	-.07	-.04	-.01	-.03	.11	-.10	-.26	-.14	.63
95	-.07	.00	.09	-.53	-.27	-.01	-.20	-.03	.09	.03	.05	-.07	.01	.01	.07	.42
96	.02	-.11	-.09	.28	-.00	.07	.02	.08	-.63	.05	.05	-.28	.04	.09	.09	.61
97	.06	.07	.04	.06	-.10	-.07	.03	.07	.10	-.05	.06	-.08	-.62	.05	-.13	.47
98	.37	-.05	-.13	.03	-.17	.16	.13	-.03	-.10	.06	.24	-.13	.13	.03	-.18	.37
99	.02	-.07	-.10	-.12	-.58	-.30	.20	-.01	-.06	-.08	-.13	-.02	-.24	.24	-.00	.63
100	-.06	.16	.02	.24	.06	-.04	-.11	.06	-.04	-.23	-.01	-.04	.04	-.53	-.01	.44
101	-.16	.24	-.12	.04	-.12	-.29	.04	-.01	.04	-.20	-.21	-.03	-.39	.11	-.26	.52
102	.15	.06	.20	-.10	-.30	-.03	.07	-.06	.06	-.07	-.08	-.09	-.12	.40	-.26	.44
103	.16	-.07	.15	.16	.01	.17	.04	.14	-.11	.19	.07	-.59	.05	-.08	-.06	.54
104	-.11	-.07	-.10	-.38	.07	-.29	.18	.08	.05	-.13	.05	.38	-.23	.19	.11	.57
105	.06	-.07	-.01	.16	.33	.21	-.02	-.03	.05	-.20	.52	-.11	.24	.03	-.16	.60
106	.02	-.07	.01	.25	.21	-.17	.17	-.15	.02	-.42	.20	-.04	-.01	-.06	-.17	.44
107	.16	.12	-.05	-.39	.12	-.17	.10	-.24	.14	.03	-.41	.24	.21	-.00	.07	.60
108	.02	.01	.25	.16	-.20	.01	-.07	-.02	.06	.08	-.37	-.01	-.57	.13	-.00	.62
109	-.03	.12	-.10	.06	.44	-.04	.30	.14	.03	-.04	-.03	-.20	.25	-.15	-.26	.53
110	-.10	.16	-.03	.13	-.00	.28	.14	-.09	-.40	.26	.46	-.18	.02	-.04	.14	.65
% Total Variance Acct'd For	2.22	2.54	2.55	3.64	8.60	3.07	2.33	2.64	2.70	2.58	3.84	4.30	4.79	4.55	2.59	

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APPENDIX II K 1

Factor Analyses, Form C, Haverford Freshmen
Class of 1968, Spring 1965
Item Loadings, Centroid Analysis, Unrotated Factors

Variable Number	Factor 1	2	3	4	5	6	7	8	9	10	h^2
1	.3308-	.0470	.1278	.1103	.1337	.2096	.0669-	.1215	.0543	.0929	.23
2	.4617	.2102	.1859-	.3383	.0324	.2082	.1666-	.0685	.1805	.1598	.54
3	.0462-	.3708	.2981-	.2402	.1088-	.2306-	.0811-	.0954-	.0389	.2600	.44
4	.2891-	.2093	.0855	.0548	.0663	.2912	.0446	.1088-	.2180-	.1096-	.30
5	.2411-	.0695	.1999	.3038	.1910-	.0983	.0121	.0291-	.1874-	.0225-	.28
6	.1712-	.3046	.3162-	.1691	.1747-	.3026-	.0964	.0569-	.1565-	.0485-	.41
7	.3855-	.0741	.1852-	.1317-	.2121	.1390	.0665-	.1217	.1238-	.1079	.32
8	.1361-	.1963	.3808	.2250	.1352	.0596	.1203	.1472-	.1587-	.0719	.34
9	.2071-	.3042	.2757	.0377-	.0266-	.1704	.3088	.1034	.1969-	.1034	.40
10	.2331	.0716-	.1042	.0951	.1281-	.0703-	.1306	.1418	.1881	.1778	.20
11	.4424-	.1208-	.1431-	.2363	.1726-	.1755	.2292	.1648-	.0470-	.1964	.47
12	.1832-	.2179-	.1045	.3648	.2834	.2005	.0893	.2978	.0856	.0581-	.45
13	.2241-	.1734-	.2283-	.1519	.2571	.0787-	.0541	.1045	.0663	.1021-	.26
14	.4107	.0487	.0815	.3507	.1534	.2298-	.0877	.2425	.1362	.1008-	.47
15	.4388-	.2288	.2983	.0433-	.1302	.0230-	.2047	.1550-	.0425-	.0897-	.43
16	.5465	.0488	.3453	.1138	.2133-	.0683	.0986	.1562-	.2994	.0736-	.61
17	.1322	.4781	.2013	.1701	.0854-	.1908	.0551-	.1208-	.2149	.0591-	.43
18	.3063	.1237	.2509-	.2140	.2341	.1919	.0749	.1812	.2112	.1250-	.41
19	.3196-	.0189	.1094-	.2157	.2829-	.0875	.2713	.2298-	.1554	.0890	.41
20	.4512-	.1726	.2408-	.2222-	.1300	.1220-	.1149	.0777-	.1026-	.0571	.41
21	.2717	.2828	.1311-	.0567	.2128	.1562-	.1630	.1274	.0685	.1686	.32
22	.4815	.1625	.1465	.0192-	.0748	.2065-	.2094	.2296-	.2397	.0905-	.49
23	.4228-	.2223	.3408-	.1622	.1726	.1842-	.2524	.1351-	.0769	.0659	.53
24	.3917-	.1426	.3652	.4545-	.0373	.1149	.0659-	.0442-	.1331	.0897	.56
25	.4287	.2373	.4004	.0376-	.3110	.1092	.1466-	.1251	.1200	.1877-	.60
26	.3933-	.3126	.1054-	.1284-	.2381-	.2086-	.2003	.0333	.0859-	.0594	.43
27	.2763-	.4348	.1377-	.1208	.0723	.0583-	.0974	.2884	.1252-	.1825-	.45
28	.4901-	.2844	.1866	.1728-	.1319	.0400	.1068	.1986	.0652-	.0207-	.46
29	.3253	.1854-	.3577	.0979	.0694-	.1982-	.1529	.2828-	.0312-	.0858	.43
30	.4975	.1472	.0604-	.0237	.2946	.3151-	.2491-	.1257	.0851-	.1227	.56
31	.2282-	.4611	.1131-	.0878	.0521-	.2820-	.0604	.1844	.0370-	.0588	.41
32	.4500-	.0375	.1296	.0749	.1404-	.2332	.1908	.2114-	.1667-	.0836	.42
33	.4020-	.0766	.1920-	.3838	.0876	.0792	.2628	.1581-	.1699	.1303	.51
34	.3709	.0238-	.4285	.1120-	.0132-	.2233	.0910	.0752	.1447	.0682-	.42
35	.4040-	.1696	.4148	.2569-	.1526	.1331-	.0738-	.1154-	.0425	.1548	.52
36	.3093	.1864	.2933	.1195	.1021	.1019-	.0750	.0646-	.0337-	.1156	.28
37	.0268-	.0547-	.1694	.2918	.1998	.3269	.0737-	.1611-	.1053-	.1826	.34
38	.1823	.2937	.1177-	.1514-	.0288-	.0620-	.0914-	.2549-	.0431-	.3574-	.36
39	.5849-	.2893	.2000-	.0359	.1616-	.1471	.1047-	.1478	.1204	.0197	.56
40	.3013-	.2128	.3926	.1801	.2849-	.1240	.1734-	.0299	.1345-	.0463-	.47
41	.5425	.1767	.1832-	.2837	.1253-	.0610	.0185	.3236	.1944	.1031-	.61
42	.5980	.1012	.1564	.2351	.0811	.0424	.0509	.1389-	.1242-	.0733-	.50
43	.2308-	.0829	.3236	.1285	.2507-	.1351	.0865-	.1818	.1078	.0335-	.32
44	.3483	.0379	.2088	.1153	.1822	.1942	.0564-	.2027-	.0236-	.1001-	.31
45	.5511-	.1925	.0525	.0521	.2220-	.1070-	.0380	.1490-	.0405-	.0678	.44
46	.0512	.2292	.2214-	.1981-	.1728	.1038	.3246	.0918-	.2137	.1365-	.36
47	.4357	.3015	.4139	.0425-	.0937	.0605-	.1491-	.1711	.1838-	.1006	.56
48	.3787	.1553	.2332	.1632	.1664-	.2199-	.2073	.0567-	.1252	.0821-	.39
49	.4578-	.3316	.2900	.1609-	.0689	.1560-	.0502	.0523-	.0787-	.1521-	.49
50	.4061-	.2560	.1122-	.1248	.0454-	.0910	.1136-	.1691	.2470	.1137-	.38
51	.4298	.0292	.2000-	.1900	.1843-	.0362-	.1495-	.1593	.1719	.1033	.38
52	.2421	.0315-	.0256-	.1085	.1884	.1031	.1570-	.0906	.1940	.2461	.25
53	.6049	.1679-	.3524	.0976	.0850	.1179-	.1930	.0719-	.0288-	.0847-	.60
54	.4835-	.1948	.4187	.3783-	.0770	.0697-	.0992	.0254-	.2101	.1777	.69
55	.2800	.3731	.2761-	.1143-	.1230	.0411-	.1760-	.2626-	.0380	.1183-	.44
56	.1973-	.1076	.1234	.2942	.1739-	.2450-	.3973-	.2528	.0621-	.0230	.47
7	.2163-	.1632-	.0995	.0270-	.2014	.1816	.2114	.2090	.0436	.0640	.25
58	.4369-	.2664	.2301-	.1303	.2927	.0585	.0154-	.0148	.0934-	.2097-	.47
59	.4706	.1889	.1318-	.1967	.0636-	.1173	.1718-	.0469-	.1478-	.0661-	.39
60	.0989	.2981	.0365-	.2064	.3689	.0773	.2782	.2411-	.2690	.0799-	.50

APPENDIX II K 1 (cont'd)

Variable Number	Factor 1	2	3	4	5	6	7	8	9	10	h^2
61	.2794-	.2744	.1301-	.0999	.2944	.2481-	.0465	.0846-	.2294-	.0873-	.40
62	.3364	.1926	.3081-	.2556-	.0329-	.1684	.1175-	.0939	.1140-	.1165	.39
63	.2352	.3851	.2055-	.0803	.0618	.0619	.1857-	.2241-	.1574-	.1038-	.38
64	.5077	.0961	.4458	.1745	.0847-	.0463	.1165-	.0580	.0625	.1296-	.54
65	.5691-	.2006	.2747	.1579-	.1499-	.1773	.2452-	.0634-	.1229	.0901	.61
66	.5718	.0727-	.4056	.1662	.0173	.0659-	.2191	.0606	.1476-	.1959	.64
67	.2367	.1887	.3060-	.1923-	.2499	.1776	.1466-	.1114-	.1827-	.1703	.41
68	.2584-	.1905	.0277-	.0582	.3211-	.0716	.0171	.1614-	.0868	.1863	.28
69	.3677-	.0824	.1008	.2544	.1341	.0650	.1753	.3239	.0329	.1404-	.40
70	.5627	.2404	.1801	.1157-	.0408	.1546-	.0340	.1139	.0237	.1491	.48
71	.4411	.4115	.0392-	.1593-	.2139-	.0201	.1237	.0531	.0785-	.0566	.46
72	.6222	.2580	.3059	.2508	.0376-	.1072	.1232	.0151-	.1467-	.0502-	.66
73	.3174	.1958	.1902	.1160	.1294-	.0524-	.1873-	.1197-	.1028-	.1738	.30
74	.2406-	.1336	.4024	.1213-	.1085	.1153-	.1457	.1733-	.0170	.0855	.34
75	.4677-	.4457	.0935-	.0854	.0429-	.1135-	.0658	.2790	.0879	.0667	.54
76	.1735	.1650	.2522-	.2752	.0237-	.0440	.2046-	.0465	.3501-	.1990	.41
77	.4536	.2114	.2310	.0835-	.1587	.2548-	.0247-	.1387	.0347	.0898	.43
78	.3653	.1367	.3165	.1165-	.1302	.1634	.0146-	.1607	.0653-	.2304	.39
79	.3919	.1523	.1058-	.0183	.3001	.2885	.0555	.1872-	.0872	.1435	.43
80	.4218-	.0686-	.0936	.4013	.2381	.1819	.1530-	.0436	.0799	.0763	.48
81	.4221	.0424-	.1104	.0352	.1992-	.0627-	.3373	.1183	.1180	.1898-	.41
82	.3878-	.1350	.1467-	.1203-	.2039	.1414-	.0599	.1616	.1245	.0549	.31
83	.4908	.1767	.2636-	.0391	.2025	.1476	.0968	.0960	.2192-	.0932	.48
84	.5408-	.2050	.2335-	.2140-	.1865	.0149-	.0558	.0666	.0605	.0441-	.48
85	.6164-	.1364	.0483-	.1272-	.1818-	.0747	.0167	.0989-	.0982	.0302	.48
86	.1582	.4023	.1420	.1286-	.0777-	.1038	.1313	.0832-	.1391	.0789	.29
87	.4861	.1175	.1007	.0164-	.1664	.2042	.0467-	.1179	.1414-	.1567-	.39
88	.4000-	.2193	.2768-	.2515	.2680	.0731	.1376-	.0254-	.0415-	.2142-	.49
89	.3992	.2975	.3107-	.1799-	.2503-	.0950	.2175	.0778	.1048-	.1197	.53
90	.5155-	.3029	.3415	.1590-	.0189-	.0453-	.0738-	.1403-	.1118	.0893	.55
91	.1307	.1159-	.3277-	.1066	.2316	.0646	.0496	.1567-	.0691-	.2629	.31
92	.6000-	.1092	.2917-	.1891-	.1362	.2368	.1104-	.0383-	.1191	.0675-	.60
93	.2178	.2856	.1640	.1306-	.0790	.3357-	.2638-	.2591	.1440	.0709-	.45
94	.2080-	.4325	.1302-	.0806-	.1215-	.1232	.0459	.2020	.1733	.1671-	.38
95	.4661-	.0318	.2726-	.1598	.0874-	.1129-	.1440-	.1241-	.2128	.0764-	.43
96	.4960	.2989	.2062-	.1263-	.2936-	.2251	.0432	.1684	.0289	.1538	.59
97	.4486-	.2409-	.1748	.2411	.2149	.1122-	.1918-	.0685-	.0564	.0629-	.46
98	.6240	.0561	.1876-	.2879	.0553-	.2327-	.1231	.1164	.1765-	.1043-	.64
99	.3420-	.2365-	.2256	.1513	.0488	.1077-	.1025-	.1948	.0371-	.1003	.32
100	.4137-	.2866	.4408	.2172-	.1457	.1209-	.1798-	.2614-	.1102	.1978	.68
101	.4949	.1995	.0844	.0202-	.1395-	.0194-	.0719	.1242	.1559-	.0647	.36
102	.3960	.1444	.1688-	.1417-	.3567-	.1245	.2058	.0622-	.1952-	.0941	.46
*103	.1600	.0514	.0596	.0351	.0314	.0254	.0238	.0246	.0197	.0168	44.79

* These values are the sums of the squared loadings on each factor and, in the case of the last column, the sum of the communalities. The proportion of the total variance which each of these sums represents can be obtained by dividing the sum by the number of items included in the analysis.

APPENDIX II K 2
Factor Analyses, Form C, Haverford Freshmen
Class of 1968, Spring 1965
Item Loadings, Centroid Analysis, After Rotation of Factor 1

Variable Number	Factor										
	1	2	3	4	5	6	7	8	9	10	h^2
1	.2794	.0130	.2594	.1725	.0918	.1270	.0251-	.1359	.0099	.1177	.23
2	.2372-	.2895-	.3475-	.2462	.1034	.3117	.2053-	.0558	.2177	.1397	.54
3	.0516	.3565-	.2207-	.2932	.1366-	.2607-	.0725-	.0920-	.0277	.2655	.44
4	.2839	.1541-	.2160	.1210	.0214	.2017	.0901	.0933-	.2637-	.0852-	.30
5	.0166	.0252-	.2881	.3300	.1974-	.0887	.0185	.0269-	.1920-	.0211-	.28
6	.0995	.2690-	.1891-	.2538	.2248-	.3631-	.1148	.0509-	.1733-	.0400-	.41
7	.4661	.0039-	.0023	.0100-	.1218	.0207-	.0073	.1471	.1998-	.1490	.32
8	.0638-	.1687-	.4165	.2135	.1465	.0707	.1156	.1491-	.1516-	.0666	.34
9	.0679	.2622-	.3601	.0056-	.0430-	.1263	.3288	.1090	.2114-	.1097	.40
10	.3095-	.0287	.0105-	.0207	.0726-	.0271	.0849	.1255	.2365	.1515	.21
11	.2967	.1981	.0494	.3447	.2371-	.0673	.2782	.1487-	.0968-	.2231	.47
12	.0848	.2472	.1552	.3735	.2819	.1793	.1024	.3016	.0742	.0509-	.45
13	.2256	.2107	.1242-	.2188	.2108	.1576-	.0862	.1152	.0331	.0828-	.26
14	.4660-	.1215-	.0970-	.2322	.2405	.0817-	.0166	.2176	.2123	.1419-	.47
15	.2663	.1465-	.4731	.0385	.0710	.1218-	.2452	.1417-	.0835-	.0668-	.43
16	.5452-	.1459-	.0833	.0590-	.0887-	.2732	.0095	.1869-	.3895	.1215-	.61
17	.0569-	.4940-	.1625	.1296	.0518-	.2381	.0708-	.1258-	.2272	.0643-	.43
18	.0540-	.1766-	.3468-	.1674	.2672	.2286	.0625	.1765	.2239	.1302-	.41
19	.2048	.0386	.0384	.2977	.3279-	.0187	.3006	.2205-	.1240	.1072	.41
20	.4715	.0890-	.0124-	.0707-	.0186	.3003-	.1889	.0527-	.1785-	.0985	.41
21	.1791-	.3269-	.2117-	.0172	.2373	.1151-	.1396	.1187	.0951	.1536	.32
22	.4246-	.2461-	.0597-	.1435-	.1576	.0641-	.1401	.2538-	.2104	.1279-	.49
23	.3989	.1430-	.1108-	.3066	.0754	.3377-	.3126	.1153-	.0144	.1010	.53
24	.3630	.0701-	.5068	.3803-	.0258-	.0057	.0148-	.0264-	.0766	.1217	.56
25	.3031-	.3102-	.1976	.1749-	.3979	.2350	.1976-	.1081	.1715	.2149-	.60
26	.2659	.2371-	.0960	.0038-	.3220-	.3268-	.2450	.0478	.1294-	.0829	.43
27	.2614	.3763-	.0267	.2173	.0084	.1611-	.1400	.3023	.1652-	.1604-	.45
28	.3941	.1920-	.3984	.0586-	.0472	.1033-	.1693	.2194	.1275-	.0136	.46
29	.5301-	.1241	.1703	.0331-	.0237	.0352-	.0754	.3096-	.0503	.0398	.43
30	.3870-	.2339-	.2543-	.0827-	.3623	.1984-	.3049-	.1074	.0272-	.0894	.56
31	.1392	.4128-	.0305	.1723	.1064-	.3542-	.0847	.1923	.0601-	.0712	.41
32	.2839	.0437	.3108	.1663	.1981-	.1321	.2385	.1955-	.2144-	.1087	.42
33	.3259	.0034-	.0033	.4914	.0228	.0325-	.3108	.1425-	.1191	.1593	.51
34	.3476-	.0430-	.2273	.2474-	.0763	.3575	.0366	.0562	.2019	.0088-	.42
35	.2380	.0945-	.5588	.1917-	.0987	.2184-	.0388-	.1030-	.0035	.1763	.52
36	.3893-	.2388-	.1477	.0152	.1744	.0174	.0196	.0837-	.0253	.0831	.28
37	.0005-	.0586	.1600	.2654	.2218	.3399	.0710-	.1597-	.1090-	.1833	.34
38	.0076	.3216-	.1609-	.1629-	.0244-	.0508-	.0968-	.2561-	.0399-	.3581-	.36
39	.6019	.1799-	.0902	.2102	.2765-	.0416-	.0176-	.1778	.0273	.0723	.56
40	.0660	.1554-	.4985	.2091	.2948-	.1104	.1627-	.0342	.1459-	.0407-	.47
41	.3790-	.2710-	.3819-	.1725	.0399-	.2001	.0411-	.3027	.2576	.1366-	.61
42	.5517-	.2067-	.1049-	.0697	.1984	.2279	.0298-	.1665-	.0383-	.1218-	.50
43	.0573	.0402-	.3063	.1449	.2540-	.1306	.0805-	.1840	.1006	.0286-	.32
44	.2569-	.0987-	.0434	.0052	.2569	.2999	.0975-	.2163-	.0177	.1220-	.31
45	.3398	.0907-	.2962	.1842	.3066-	.2319-	.0697	.1313-	.0952-	.0977	.44
46	.1896	.2347-	.2038-	.1673-	.1435	.0459	.3490	.0845-	.1884	.1205-	.36
47	.4671-	.3746-	.2118	.1801-	.1846	.0870	.2135-	.1494	.1142-	.0602	.56
48	.4964-	.2206-	.0616	.0463	.0795-	.0628-	.1313	.0834-	.2066	.1258-	.30
49	.2926	.2442-	.4816	.0648-	.0021-	.2651-	.0938	.0375-	.1235-	.1271-	.40
50	.4384	.1791-	.0910	.2415	.1208-	.0344-	.0554-	.1892	.1825	.0759-	.32
51	.2128-	.1057-	.3606-	.1048	.1179-	.0788	.1991-	.1427	.2216	.0764	.30
52	.1180-	.0124-	.1283-	.0482	.2289	.1577	.1768-	.0843	.2115	.2368	.25
53	.6914-	.0568	.0482	.0988-	.2199	.1040	.0911	.1074-	.0904	.1454-	.60
54	.3331	.1050-	.5981	.2889-	.0048	.1855-	.1472	.0093-	.1585	.2075	.69
55	.0309	.4172-	.3391-	.1287-	.1276	.0353-	.1776-	.2622-	.0352	.1161-	.44
56	.0231-	.0705-	.2034	.3209	.1812-	.2391-	.4014-	.2525	.0595-	.0211	.47
57	.1654	.1983	.1690	.0070	.1738	.1216	.2397	.2176	.0173	.0787	.25
58	.5058	.1838-	.2016-	.2682	.1968	.1087-	.0593	.0404	.1710-	.1663-	.47
59	.3021-	.2701-	.3041-	.1005	.0083	.2297	.2165-	.0615-	.1014-	.0927-	.30
60	.0378	.3110-	.0519-	.1923	.3772	.0756	.2779	.2419-	.2674	.0769-	.50

APPENDIX II K 2 (cont'd)

Variable Number	Factor 1	2	3	4	5	6	7	8	9	10	h^2
61	.2257	.2199-	.0224	.1901	.2302	.3485-	.0841	.0718-	.2664-	.0679-	.40
62	.0250-	.2497-	.4059-	.2824-	.0207-	.1806	.1177-	.0942	.1131-	.1148	.39
63	.0181-	.4210-	.2555-	.0618	.0754	.0789	.1897-	.2245-	.1551-	.1058-	.38
64	.5568-	.1855-	.1941	.0009-	.0409	.2501	.2034-	.0286	.1523	.1787-	.54
65	.4815	.0954-	.5049	.0392-	.2322-	.0396	.1782-	.0395-	.0477	.1325	.61
66	.7380-	.0309-	.1176	.0269-	.1529	.1566	.1179	.0251	.0364-	.1322	.64
67	.0870	.2280-	.3620-	.1980-	.2442	.1518	.1296-	.1049-	.2009-	.1786	.41
68	.1915	.1411-	.0994	.1293	.3622-	.0112	.0450	.1517-	.0553	.2038	.29
69	.2165	.0152-	.2534	.3248	.0904	.0132-	.2092	.3345	.0013	.1220-	.40
70	.5019-	.3273-	.0578-	.2564-	.1329	.0012-	.0382-	.0890	.1206	.1052	.49
71	.2988-	.4838-	.1908-	.2364-	.1617-	.1102	.0834	.0368	.0334-	.0307	.46
72	.6313-	.3653-	.0318	.0685	.0938	.3159	.0331	.0464-	.0489-	.1055-	.66
73	.3557-	.2495-	.0520	.0223	.0601-	.0664	.2386-	.1364-	.0507-	.1434	.30
74	.0501	.0883-	.4755	.1003-	.0890	.1443-	.1542	.1707-	.0082	.0902	.34
75	.3820	.3547-	.1486	.2243	.1345-	.2549-	.1243	.2994	.0292	.1003	.54
76	.1183-	.1934-	.2884-	.2601	.0058-	.0715	.2135-	.0442	.3385-	.1894	.41
77	.4443-	.2892-	.0322	.2065-	.2374	.1192-	.0897-	.1164	.1035	.0514	.43
78	.3177-	.1999-	.1410	.2303-	.2023	.2681	.0564-	.1463	.0194-	.2036	.39
79	.1037-	.2200-	.2501-	.0571-	.3465	.3400	.0391	.1928-	.1026	.1350	.43
80	.3068	.1430	.2582	.4734	.1951	.0958	.1095-	.0590	.0317	.1034	.49
81	.4569-	.0339-	.0829-	.0817-	.1150-	.0829	.2686	.0934	.1937	.2304-	.42
82	.3947	.0634-	.0427	.0003-	.1152	.2841-	.1184	.1812	.0634	.0896	.31
83	.2453-	.2617-	.4325-	.0413-	.2546	.2184	.0682	.0858	.1847-	.0721	.49
84	.6187	.1048-	.0348	.0408-	.0595	.2256-	.1471	.0975	.0351-	.0098	.48
85	.5521	.0238-	.2286	.0364	.2232-	.1041-	.0965	.0715-	.0124	.0785	.48
86	.0699-	.4241-	.0920	.1607-	.0578-	.1331	.1195	.0876-	.1507	.0731	.29
87	.3098-	.2027-	.1064-	.1386-	.2462	.3181	.0913-	.1027	.0924-	.1844-	.32
88	.4866	.1441-	.0630-	.3795	.1825	.0773-	.0686-	.0013-	.1153-	.1725-	.49
89	.1828-	.3642-	.4268-	.2196-	.2234-	.1414	.1971	.0699	.0791-	.1042	.53
90	.3622	.2057-	.5503	.0564-	.0926-	.1619-	.0231-	.1225-	.0552	.1213	.55
91	.0074	.0906	.3601-	.1045	.2316	.0544	.0551	.1548-	.0747-	.2646	.31
92	.7742	.0000	.0000-	.0001-	.0000-	.0000-	.0001-	.0001-	.0000	.0001-	.60
93	.1941-	.3200-	.0776	.1845-	.1108	.2635-	.2978-	.2481	.1771	.0881-	.45
94	.3320	.3882-	.0043	.0060	.1804-	.0252	.0912	.2171	.1257	.1388-	.38
95	.4455	.0522	.0456-	.2984	.1760-	.2481-	.0660-	.1036-	.1466	.0378-	.43
96	.2398-	.3829-	.3735-	.2032-	.2392-	.3108	.0105	.1569	.0648	.1335	.59
97	.2373	.3173	.3295	.3[illegible]86	.1713	.1837-	.1611-	.0572-	.0207	.0424-	.46
98	.5976-	.1669-	.4298-	.1524	.0456	.0558-	.0390	.0870	.0836-	.1562-	.64
99	.0761	.2939	.3304	.1910	.0248	.1426-	.0887-	.1907	.0508-	.1073	.32
100	.2751	.2079-	.5954	.1491-	.0009	.2083-	.1426-	.2477-	.0657	.2226	.68
101	.4589-	.2849-	.1185-	.1389-	.0566-	.1201	.0096	.1025	.0568-	.0249	.36
102	.2775-	.2130-	.3092-	.2052-	.3106-	.2037	.1719	.0745-	.1554-	.0702	.46
*103	.1233	.0542	.0724	.0393	.0345	.0357	.0254	.0244	.0212	.0176	44.30

* These values are the sums of the squared loadings on each factor and, in the case of the last column, the sum of the communalities. The proportion of the total variance which each of these sums represents can be obtained by dividing the sum by the number of items included in the analysis.

APPENDIX II K 3
Factor Analyses, Form C, Haverford Freshmen
Class of 1968, Spring 1965
Item Loadings, Centroid Analysis, After Alternate Rotation of Factor 1

Variable Number	Factor 1	2	3	4	5	6	7	8	9	10	h^2
1	3324-	0764	0291	2413	1122	1118	0121-	1715	0181-	0500	023
2	.4019	.1680	.0408-	.1034	.0789	.3834	.2462-	.0037-	.2825	.2140	.54
3	.1523	.3735	.2893-	.1904	.0959-	.1664-	.1178-	.1272-	.0828	.2823	.44
4	.2474-	.2343	.0047	.1639	.0479	.2027	.0954	.0612-	.2839-	.1431-	.30
5	.0945-	.0908	.1244	.3914	.2009-	.0564	.0353	.0075-	.2147-	.0351-	.28
6	.1704	.3187	.3440-	.1736	.1722-	.2758-	.0741	.0780-	.1227-	.0265-	.41
7	.3343-	.1083	.2856-	.0037	.1857	.0240	.0049-	.1779	.2007-	.0649	.32
8	.1049-	.2077	.3310	.2955	.1261	.0188	.1405	.1283-	.1848-	.0587	.34
9	.1739-	.3215	.2128	.0665	.0454-	.0875	.3503	.1367	.2389-	.0814	.40
10	.1924	.0922-	.1646	.0119	.1116-	.0005	.0919	.1029	.2426	.2046	.20
11	.2783-	.0807-	.2666-	.3740	.1924-	.0901	.2731	.1252-	.1064-	.1615	.47
12	.0836-	.2006-	.0422	.4239	.2781	.1662	.1103	.3127	.0668	.0696-	.45
13	.0516-	.1526-	.2872-	.2048	.2496	.1081-	.0660	.1136	.0531	.1098-	.26
14	.5197	.0117	.1966	.1708	.1901	.0738-	.0032	.1607	.2564	.0333-	.47
15	.3848-	.2672	.1663	.1557	.0943	.1669-	.2729	.0928-	.1349-	.1411-	.43
16	.3212	.0003-	.4882	.0678-	.1791-	.2043	.0315	.2176-	.3789	.0320-	.61
17	.0356	.4644	.2429	.1116	.0722-	.2355	.0717-	.1341-	.2268	.0549-	.43
18	.3196	.0958	.1497-	.0449	.2665	.3091	.0206	.1281	.2865	.0840-	.41
19	.1885-	.0474	.1956-	.3070	.2946-	.0401	.2936	.2100-	.1187	.0650	.41
20	.3159-	.2123	.3552-	.0637-	.0983	.2443-	.1711	.0264-	.1763-	.0160	.41
21	.3207	.2574	.0407-	.0775-	.2366	.0562-	.1072	.0725	.1492	.2122	.32
22	.3589	.1188	.2821	.1914-	.1044	.0791-	.1381	.2953-	.3258	.0441-	.49
23	.1409-	.2593	.4416-	.2639	.1569	.2399-	.2721	.1185-	.0484	.0479	.53
24	.6392-	.1771	.2417	.2281-	.0098-	.0793-	.0344	.0496	.0080-	.0064	.56
25	.1843	.1980	.5122	.1612-	.3311	.1804	.1773-	.0972	.1599	.1651-	.60
26	.1826-	.3465	.2053-	.0107	.2638-	.2983-	.2369	.0643	.1284-	.0359	.43
27	.0108	.4578	.1997-	.1859	.0627	.0948-	.1128	.2981	.1314-	.1827-	.45
28	.4272-	.3271	.0461	.0420	.0911	.1264-	.1891	.2710	.1659-	.0771-	.46
29	.2329	.2138-	.4309	.0123	.0526-	.1207-	.1074	.3235-	.0242	.1172	.43
30	.4758	.1021	.0880	.1817-	.3301	.1617-	.3301-	.0526	.0260	.1863	.56
31	.0347	.4797	.1617-	.1391	.0595-	.2972-	.0600	.1812	.0282-	.0639	.41
32	.3860-	.0776	.0034-	.2552	.1703-	.1040	.2585	.1489-	.2574-	.0336	.42
33	.1914-	.1123	.2968-	.4810	.0766	.0302	.2858	.1383-	.1341	.1063	.51
34	.0849	.0569-	.5159	.1948-	.0005-	.2633	.0756	.0590	.1659	.0576-	.42
35	.5232-	.2051	.2864	.0378-	.1097	.3000-	.0067	.0389-	.0722-	.0873	.52
36	.2459	.1580	.3741	.0179	.1215	.0206-	.0310	.1054-	.0256	.1499	.28
37	.1037-	.0521-	.1532	.2989	.2027	.3201	.0611-	.1467-	.1264-	.1705	.34
38	.1611	.2762	.0531-	.2324-	.0170-	.0115-	.1169-	.2744-	.0178-	.3393-	.36
39	.4321-	.3405	.3513-	.2246	.1936-	.0142	.0335-	.2131	.0246	.0370-	.56
40	.2508-	.2389	.2956	.3187	.3054-	.0395	.1260-	.0754	.1971-	.0797-	.47
41	.5930	.1274	.0160-	.0239	.0749-	.2610	.0796-	.2292	.3329	.0260-	.61
42	.5291	.0473	.3233	.0002-	.1258	.2181	.0360-	.2181-	.0078-	.0043-	.50
43	.2324-	.1032	.2462	.2409	.2676-	.0642	.0467-	.2175	.0561	.0644-	.32
44	.1782	.0066	.3005	.0055-	.2047	.2723	.0895-	.2303-	.0138	.0775-	.31
45	.3801-	.2411	.1022-	.2590	.2567-	.2378-	.0998	.0908-	.1270-	.0184	.44
46	.0017	.2237	.1916-	.2345-	.1755	.1073	.3213	.0978-	.2155	.1375-	.36
47	.2897	.2613	.5287	.1690-	.1149	.0259	.1916-	.1317	.1188-	.1396	.56
48	.3931	.1208	.3356	.0254	.1392-	.0983-	.1386	.1220-	.2165	.0311-	.39
49	.3826-	.3712	.1556	.0508	.0290	.3084-	.1213	.0133	.1734-	.2037-	.49
50	.2838-	.2913	.2169-	.2486	.0649-	.0092	.0692-	.2096	.1846	.1520-	.38
51	.4253	.0094-	.0681-	.0155-	.1447-	.1259	.2290-	.0860	.2773	.1601	.38
52	.1032	.0530-	.0438	.0043	.2078	.1734	.1873-	.0636	.2302	.2618	.25
53	.4782	.2214-	.5061	.0967-	.1203	.0280	.1150	.1454-	.0781	.0225-	.60
54	.5417-	.2373	.2681	.1187-	.0252	.2741-	.1977	.0645	.0731	.0948	.69
55	.2138	.3465	.1750-	.2571-	.1458	.0504	.2202-	.2982-	.0847	.0912-	.44
56	.0001	.1248	.0646	.3557	.1794-	.2529-	.3945-	.2574	.0630-	.0232	.47
57	.2353-	.1432-	.0294	.0756	.1824	.0945	.2566	.2457	.0075-	.0336	.25
58	.2112-	.3044	.3384-	.2515	.2728	.0276-	.0290	.0558	.1507-	.2393-	.47
59	.4609	.1460	.0130	.0227-	.0219-	.2791	.2470-	.1136-	.0474-	.0060-	.39
60	.0920	.2881	.0009	.1364	.3834	.1271	.2518	.2661-	.2947	.0685-	.50

APPENDIX II K 3 (cont'd)

Variable Number	Factor 1	2	3	4	5	6	7	8	9	10	h^2
61	.0237-	.2983	.1974-	.1744	.2821	.2885-	.0597	.0721-	.2434-	.0912-	.40
62	.2154	.1617	.1942-	.4055-	.0107-	.2492	.1518-	.0626	.0638-	.1458	.39
63	.2528	.3625	.1198-	.0540-	.0864	.1565	.2287-	.2589-	.1063-	.0715-	.38
64	.3475	.0503	.5746	.0127	.0533-	.1704	.1755-	.0044	.1402	.0850-	.54
65	.6790-	.2507	.1058	.0991	.1970-	.0177-	.1406-	.0368	.0276-	.0016	.61
66	.4740	.1236-	.5501	.0183-	.0522	.0767	.1437	.0123-	.0364-	.2599	.64
67	.1111	.1668	.2207-	.3089-	.2665	.2320	.1672-	.1274-	.1567-	.1864	.41
68	.2239-	.2129	.0955-	.1428	.3340-	.0203	.0442	.1348-	.0431	.1585	.28
69	.1564-	.1150	.0064-	.3831	.1153	.0148-	.2143	.3541	.0065-	.1622-	.40
70	.4121	.1891	.3395	.3098-	.0728	.0199-	.0373-	.0464	.1237	.2046	.48
71	.3710	.3704	.0990	.3342-	.1853-	.1361	.0650	.0032-	.0066	.1059	.46
72	.5498	.2013	.4774	.0168	.0075	.2827	.0371	.0958-	.0254-	.0217	.66
73	.2368	.1566	.2779	.0007-	.1067-	.0423	.2333-	.1584-	.0457-	.2064	.30
74	.3085-	.1546	.3202	.0234	.0809	.2212-	.1935	.1290-	.0510-	.0457	.34
75	.2226-	.4858	.2117-	.2318	.0670-	.2037-	.1069	.3129	.0409	.0380	.54
76	.3210	.1488	.1878-	.1503	.0027	.1475	.2523-	.0045	.2792-	.2429	.41
77	.3451	.1700	.3563	.2314-	.1828	.1481-	.0839-	.0828	.1178	.1360	.43
78	.1277	.1035	.4111	.2153-	.1452	.2138	.0353-	.1400	.0306-	.2492	.39
79	.1869	.1166	.0145	.1514-	.3292	.3871	.0131	.2248-	.1368	.1693	.43
80	.3258-	.0306-	.0326-	.5427	.2192	.0945	.1030-	.0911	.0092	.0341	.48
81	.4135	.0800-	.2253	.1158-	.1716-	.0530	.2739	.0543	.2106	.1371-	.41
82	.2771-	.1692	.2479-	.0174	.1773	.2434-	.1062	.2017	.0655	.0189	.31
83	.4801	.1321	.1078-	.1895-	.2425	.2979	.0246	.0271	.1115-	.1572	.48
84	.4283-	.2526	.3729-	.0220-	.1489	.1667-	.1301	.1337	.0379-	.1008-	.48
85	.5532-	.1910	.2188-	.1102	.2249-	.0989-	.1046	.0168-	.0258-	.0423-	.48
86	.0145	.3865	.1916	.1760-	.0713-	.1254	.1215	.0929-	.1484	.0815	.29
87	.3491	.0735	.2384	.1943-	.1968	.3136	.0952-	.0723	.0693-	.1121-	.39
88	.1592-	.2542	.3738-	.3444	.2550	.0145	.1048-	.0068	.0880-	.2383-	.49
89	.3829	[illegible]	.1760-	.3643-	.2202-	.2136	.1582	.0195	.0157-	.1711	.53
90	.5727-	.3478	.1877	.0817	.0635-	.2212-	.0134	.0573-	.0145-	.0147	.55
91	.1403	.1271-	.2796-	.0134	.2490	.1280	.0191	.1837-	.0307-	.2836	.31
92	.5792-	.1625	.4481-	.0201	.0961	.0635	.0168-	.0498	.0132-	.1443-	.60
93	.1716	.2650	.2267	.1942-	.0878	.2852-	.2940-	.2315	.1851	.0490-	.45
94	.1381-	.4494	.1731-	.0238-	.1324-	.0751	.0723	.2235	.1409	.1867-	.38
95	.2787-	.0734	.3935-	.2929	.1078-	.1880-	.1077-	.0874-	.1518	.1137-	.43
96	.3709	.2533	.0482-	.3405-	.2573-	.3626	.0200-	.1077	.1197	.2039	.59
97	.3474-	.1998-	.0331	.4217	.1866	.2224-	.1374-	.0152-	.0241-	.1091-	.46
98	.7993	.0000	.0001-	.0000-	.0001-	.0001-	.0000	.0000-	.0001-	.0001-	.64
99	.2465-	.2049-	.1124	.3042	.0244	.2007-	.0577-	.2352	.0918-	.0688	.32
100	.5756-	.3225	.3115	.0013	.1035	.2852-	.0989-	.1816-	.0136-	.1238	.68
101	.4440	.1544	.2274	.2059-	.1069-	.1134	.0045	.0597	.0557-	.1237	.36
102	.3500	.1084	.0449-	.3064-	.3291-	.2329	.1524	.1133-	.1168-	.1409	.46
103	.1184	.0526	.0715	.0464	.0318	.0354	.0258	.0250	.0228	.0183	44.80

* These values are the sums of the squared loadings of each factor and, in the case of the last column, the sum of the communalities. The proportion of the total variance which each of these sums represents can be obtained by dividing the sum by the number of items included in the analysis.

APPENDIX II K 4
Social Values Questionnaire
Form C, Class of 1968, Spring 1965

Varimax Factor Matrix

Item Nos.	Factor 1	2	3	4	5	6	7	8	9	10	11	12	h^2
1	-.02	-.22	-.14	-.06	.10	.10	.14	-.10	-.26	-.17	-.04	.13	.24
2	.20	-.17	.13	.48	.23	-.02	.05	.11	.06	.20	.03	-.39	.57
3	.13	-.07	-.13	.09	.07	-.56	.02	-.02	-.03	-.05	-.05	-.06	.37
4	.01	-.16	-.03	-.09	-.12	-.04	.39	-.01	-.11	-.17	-.18	.16	.31
5	-.08	.02	-.05	.22	-.24	-.17	.27	-.22	-.24	-.00	.11	.14	.36
6	-.04	.05	-.12	-.00	-.10	-.61	.06	-.07	.14	-.24	.06	-.09	.50
7	.02	.04	-.12	-.11	.03	-.01	.06	-.02	-.10	-.45	-.23	.15	.32
8	-.04	.06	-.12	-.17	-.08	-.09	.55	-.00	-.12	.04	.13	.23	.45
9	-.03	.06	-.32	.03	-.07	.11	.38	-.14	.05	-.05	.01	.31	.39
10	-.15	-.03	.04	.28	.17	-.04	-.08	-.01	-.00	.38	.11	-.09	.30
11	.04	-.12	-.05	-.07	.09	-.15	.09	-.59	-.28	-.07	-.05	.02	.49
12	-.28	-.13	-.07	.06	.04	.22	.27	.01	-.50	-.19	.08	-.11	.53
13	-.22	.16	.08	.11	-.01	-.05	.01	.00	-.22	-.45	.04	-.07	.36
14	-.05	.11	-.07	.15	.09	.06	.17	.25	-.10	.06	.52	-.29	.51
15	-.18	-.06	-.23	-.34	.06	-.14	.33	-.05	-.09	-.06	.06	.39	.51
16	.06	-.28	-.00	.02	.10	.18	.12	.08	.20	.54	.45	-.11	.70
17	.09	-.27	-.16	.29	.31	-.07	.32	-.02	.09	.20	.10	.10	.47
18	.12	-.05	-.08	.24	.41	.16	-.02	.09	.05	.06	.06	-.43	.48
19	-.25	-.03	-.12	.04	-.03	-.20	.10	-.64	.08	-.10	.02	.09	.56
20	-.09	.08	-.08	-.25	.17	-.30	-.10	-.04	.06	-.24	-.35	.12	.41
21	.05	.20	-.21	.13	.51	-.05	-.11	.11	.09	.12	.14	-.12	.44
22	.00	.02	.16	.01	.23	.07	.09	.19	.31	.16	.58	-.04	.59
23	.08	-.02	-.10	-.06	.17	-.33	-.03	-.19	-.17	-.52	.12	.10	.52
24	-.01	-.17	-.05	-.07	-.05	.16	.01	-.02	-.03	-.07	-.16	.65	.52
25	-.01	-.05	-.14	.18	.10	.37	.24	.47	.09	.22	.13	.06	.56
26	-.25	.01	-.16	.05	.13	-.48	-.13	-.13	.15	-.25	-.19	.29	.57
27	.00	-.07	-.66	-.02	.05	-.09	.09	.00	.00	-.26	-.17	-.01	.56

APPENDIX II K 4 (cont'd)

Item Nos.						Factor							
	1	2	3	4	5	6	7	8	9	10	11	12	h^2
28	-.30	-.14	-.29	-.15	.01	-.02	.20	.02	.02	-.24	-.23	.36	.50
29	-.06	.09	.29	-.19	.02	-.09	.16	.16	.13	.47	.41	-.09	.60
30	.17	.07	.03	.03	.11	-.10	.03	.64	.05	.06	.21	-.25	.59
31	.11	-.08	-.65	-.06	.03	-.30	-.06	.05	-.04	-.18	-.02	.13	.59
32	.12	-.11	-.17	-.37	-.12	-.02	.12	-.52	-.12	.01	-.14	.21	.58
33	-.14	.02	-.05	.16	.16	-.23	.21	-.48	-.21	-.29	.08	.09	.55
34	-.19	-.00	.03	.13	.06	.30	.11	.12	.09	.51	-.04	.06	.45
35	.04	.07	-.03	-.01	-.06	.02	.05	-.01	-.20	-.11	.10	.74	.62
36	.13	-.04	.03	.30	-.05	.01	.07	.09	.03	.14	.46	.13	.38
37	.07	.01	.17	.03	.08	.08	.56	-.07	-.13	.04	.14	-.10	.41
38	.39	-.01	-.08	.04	.12	.01	.07	.10	.35	-.02	.17	.01	.34
39	.01	-.35	-.20	.02	-.15	-.13	.00	-.28	-.07	-.39	-.18	.20	.50
40	.03	-.15	-.22	.16	-.45	-.06	.23	-.17	-.22	.07	-.02	.36	.57
41	.03	-.09	-.25	.41	.18	.15	-.08	.08	.17	.16	.12	-.49	.61
42	.19	.35	-.10	.24	.09	.11	.20	.03	.13	.44	.22	-.23	.60
43	-.11	-.29	-.08	.23	-.28	.01	.10	-.13	-.31	.07	-.06	.23	.42
44	.25	.02	.18	.06	.05	.16	.36	.19	.03	.24	.19	-.05	.39
45	-.04	-.25	-.09	-.17	-.12	-.42	.03	-.25	-.08	-.14	-.15	.31	.50
46	-.03	-.16	-.02	-.11	.54	-.01	-.06	-.03	.23	-.08	-.02	-.04	.39
47	.14	.20	-.17	.17	-.07	.10	.12	.41	.07	.44	.06	.12	.53
48	.11	-.05	-.07	.03	.03	.03	-.00	.15	.12	.27	.62	-.04	.52
49	-.18	.09	-.23	.09	.00	-.15	.16	-.05	-.04	-.19	-.10	.63	.59
50	-.02	-.52	-.05	.01	.02	-.15	.04	-.07	-.14	-.43	.09	.09	.53
51	.04	.07	.10	.67	-.05	-.08	-.11	.04	.12	.15	.13	-.24	.60
52	.09	.09	.05	.13	.55	-.08	-.02	.12	-.16	.29	-.07	-.15	.50
53	-.01	.29	.17	.16	.10	.17	-.03	.14	.10	.33	.36	-.13	.47
54	-.10	-.09	-.06	-.07	.04	.08	-.01	-.07	-.14	-.09	-.01	.79	.68
55	.49	-.05	-.02	.02	.35	.02	-.01	.09	.36	-.12	.13	-.10	.53
56	.16	-.28	-.17	.06	-.30	-.21	-.03	.12	-.40	-.06	.14	.05	.47
57	-.31	-.21	.03	-.19	.12	.11	.14	.08	-.18	-.13	-.10	-.02	.30
58	-.03	.06	-.28	-.02	-.07	.04	.24	-.06	-.04	-.64	-.10	.09	.58
59	.37	.10	-.03	.37	.01	-.05	.04	.09	.15	.28	.02	-.29	.48
60	.11	.07	-.03	.01	.53	.04	.34	.01	.06	-.01	.33	-.03	.53

APPENDIX II K 4 (cont'd)

Item Nos.	Factor 1	2	3	4	5	6	7	8	9	10	11	12	h^2
61	.13	.22	-.44	-.11	.18	-.13	.15	-.04	-.08	-.30	.05	.11	.45
62	.33	.06	-.10	.11	.13	.09	-.21	.03	.30	.13	-.24	-.17	.40
63	.49	-.03	-.10	.05	.17	-.05	.19	.16	.28	-.03	.09	-.15	.46
64	.08	-.04	.01	.31	-.03	.18	.09	.17	.01	.57	.22	-.10	.56
65	.07	-.23	-.16	-.02	-.09	-.07	-.07	-.23	-.26	-.02	-.37	.56	.08
66	-.02	.31	.02	.16	.11	.11	.15	.10	-.03	.61	.21	-.13	.61
67	.36	.01	.30	.08	.27	-.01	.17	.26	.24	-.12	-.19	-.20	.55
68	-.02	-.10	-.06	.10	-.05	-.29	.03	-.40	-.05	.05	-.18	.24	.37
69	-.10	-.13	-.29	-.06	-.02	.05	.05	-.06	-.52	-.21	-.00	.07	.44
70	-.01	.14	-.11	.24	.20	.06	-.02	.37	.31	.34	.14	-.06	.50
71	.11	-.14	-.11	.10	-.12	.02	.03	.23	.55	.01	.13	-.13	.46
72	.08	.12	-.15	.22	.08	.06	.35	.20	.21	.51	.21	-.26	.67
73	.19	.04	.00	.26	.03	-.23	.12	.16	.15	.47	-.02	.00	.43
74	-.06	.08	-.02	-.13	-.16	-.04	.16	-.02	-.08	-.06	.14	.55	.42
75	.05	-.18	-.44	.07	-.09	-.20	-.04	-.04	-.10	-.46	.05	.26	.58
76	.22	.01	-.06	.12	-.04	-.35	.30	.08	.02	.07	-.25	-.41	.53
77	-.07	-.03	-.02	.14	.19	-.14	.19	.57	.21	.27	.23	-.05	.61
78	.04	.10	.00	.29	.02	.21	.22	.27	.10	.32	.08	.13	.39
79	.28	-.09	.21	.02	.46	.19	.18	.07	.22	.10	.05	-.25	.54
80	.14	-.15	.01	-.04	-.02	.04	.28	-.21	-.60	-.12	.03	.03	.54
81	-.28	.08	-.12	.04	.07	.14	-.01	-.05	.23	.39	.24	-.23	.44
82	-.26	-.06	-.04	-.05	.05	-.09	.06	.13	-.02	-.56	.01	.17	.45
83	.15	.26	.02	.26	.27	.08	.19	.17	.25	.02	-.03	-.38	.51
84	.06	-.03	-.22	-.19	.09	.03	-.15	-.16	-.13	-.54	-.16	.26	.55
85	-.09	-.30	-.11	-.12	-.08	-.05	.04	-.36	.03	-.36	-.18	.33	.54
86	-.02	-.18	-.09	.18	.24	-.10	.32	.07	.29	.11	.05	.08	.35
87	.33	.11	-.19	.16	.09	.46	.05	.13	.00	.23	.08	-.07	.49
88	.06	-.07	-.14	.06	-.04	-.07	.22	-.05	-.16	-.62	-.07	-.03	.51
89	.07	.07	-.08	.19	.08	-.07	.04	-.01	.63	.05	.12	-.17	.50
90	.04	-.14	-.18	-.06	-.15	.01	-.02	-.14	-.12	-.15	-.10	.61	.52
91	.10	.13	.42	.10	.30	-.18	.21	.05	.08	-.16	-.08	-.27	.49
92	-.07	-.14	-.06	-.02	-.02	.00	.01	-.22	-.03	-.62	-.39	.25	.67

APPENDIX II K 4 (cont'd)

Item Nos.	Factor 1	2	3	4	5	6	7	8	9	10	11	12	h^2
93	-.02	-.24	-.20	.01	.10	-.17	-.04	.68	.08	.18	.12	.02	.65
94	-.04	-.31	-.24	.23	-.01	-.00	.04	-.08	.14	-.37	.11	.19	.43
95	.01	-.02	-.08	.11	-.17	-.17	-.16	-.35	-.10	-.42	.07	.14	.43
96	.16	-.06	.02	.44	.12	.09	.03	.11	.52	.07	.13	-.22	.60
97	.01	.06	-.03	-.06	-.17	-.06	.01	-.08	-.56	-.18	-.01	.18	.42
98	.05	.22	-.05	.08	-.06	-.05	.13	.19	.25	.21	.32	-.55	.63
99	-.13	.02	-.05	.02	-.17	-.02	.14	-.08	-.44	-.08	.03	.16	.30
100	.06	-.01	.02	-.01	-.08	-.14	.08	.00	-.13	-.08	-.04	.79	.68
101	.07	.08	.05	.29	-.10	.07	.05	.25	.36	.18	.09	-.12	.36
102	.15	-.01	.05	-.12	.07	-.03	.10	-.04	.61	.15	.20	-.26	.56
% Total Variance Acct'd For	2.60	2.31	3.14	3.26	3.32	3.07	3.04	4.72	5.25	8.06	3.71	7.32	

APPENDIX II L 1
Social Values Questionnaire
Forms B and C, Class of 1968

Varimax Factor Matrix

Variable No.	Factor 1	2	3	4	5	6	7	8	9	h^2
1	.18	-.10	-.02	.01	-.10	.18	-.07	-.25	.09	.16
2	.01	.31	-.17	-.23	.12	-.04	.16	.05	-.37	.37
3	.01	.26	.31	-.09	-.01	-.03	-.06	-.19	-.00	.21
4	.23	.04	.00	-.09	-.05	.28	-.12	-.11	.19	.20
5	.20	.14	.12	.21	-.22	.34	.15	.02	.04	.31
6	.05	.01	.53	.09	-.11	-.04	-.05	-.22	-.13	.38
7	.07	-.14	.15	-.04	-.06	.06	-.27	-.33	.14	.26
8	.49	-.09	.08	-.11	.00	.25	.15	.05	.24	.41
9	.52	.05	-.05	-.01	-.10	.03	.04	-.04	.21	.33
10	-.05	.20	-.04	.03	-.03	-.07	.23	.19	-.11	.15
11	.19	-.01	.14	-.00	-.54	.19	-.11	-.09	.01	.41
12	.18	-.27	-.14	.04	.02	.43	.08	-.19	-.11	.37
13	-.06	-.19	.13	-.00	-.12	.19	.00	-.25	-.10	.18
14	.01	-.03	-.04	-.04	.28	.13	.51	-.01	-.26	.42
15	.37	-.22	.18	.05	-.09	.11	.05	-.11	.42	.43
16	.07	.11	-.32	-.03	.14	-.11	.50	.30	-.08	.50
17	.34	.28	-.20	-.12	.02	-.07	.24	-.03	-.00	.32
18	.13	.10	-.11	-.22	.11	-.05	.06	-.07	-.46	.32
19	.14	-.01	.16	.13	-.57	-.06	.09	-.15	.05	.42
20	.12	-.16	.35	.01	-.12	-.11	-.40	-.14	.07	.37
21	.20	.10	-.04	-.16	.16	-.24	.16	-.05	-.17	.22
22	-.03	-.02	-.01	-.22	.12	-.25	.59	.13	-.05	.50
23	.03	.01	.35	-.15	-.23	.12	-.04	-.44	.09	.42
24	.07	-.01	-.15	.04	-.03	.02	-.13	-.13	.63	.47
25	.13	.08	-.34	-.03	.50	-.03	.23	.08	.03	.45
26	.20	.01	.39	.16	-.18	-.20	-.20	-.27	.15	.43
27	.34	.05	.08	.16	.08	-.02	-.25	-.44	.03	.42
28	.32	-.12	.00	.14	-.01	.04	-.16	-.28	.37	.37
29	.01	-.06	.11	-.15	.09	-.03	.41	.46	-.08	.44
30	-.10	.05	.10	-.24	.63	-.04	.18	.07	-.21	.55
31	.24	.26	.28	.12	.12	.00	-.06	-.39	.13	.40
32	.22	.00	.08	.04	-.49	.04	-.16	-.05	.29	.41
33	.22	-.04	.12	-.03	-.38	.22	.03	-.28	-.06	.34
34	.13	.13	-.36	.02	.16	-.08	.20	.38	.02	.38
35	.09	-.07	-.04	.11	-.01	.10	.04	-.15	.67	.51
36	.03	.15	-.05	.01	.13	-.05	.45	.09	.05	.26
37	.18	-.00	-.03	-.30	-.09	.30	.23	.12	-.11	.30
38	.00	.21	-.08	.21	.04	-.26	.12	-.11	-.01	.19
39	.02	.10	.07	.12	-.26	.05	-.24	-.49	.24	.45
40	.21	.33	.01	.28	-.12	.31	.06	-.04	.27	.42

APPENDIX II L 1 (cont'd)

Variable No.	Factor 1	2	3	4	5	6	7	8	9	h^2
41	.02	.29	-.16	-.02	.04	-.16	.21	-.04	-.52	.46
42	.22	.23	-.15	-.03	.16	-.07	.33	.33	-.30	.46
43	.14	.08	-.07	.31	-.12	.29	-.03	-.07	.17	.26
44	.07	.12	-.11	-.30	.14	.12	.26	.26	-.06	.30
45	.07	.17	.30	.08	-.30	.06	-.14	-.19	.34	.39
46	.10	-.03	-.04	-.31	.01	-.24	-.05	-.13	-.04	.19
47	.18	.25	-.13	.03	.50	-.02	.10	.26	.02	.44
48	.07	.05	-.07	.00	.14	-.19	.52	.17	-.02	.37
49	.29	.04	.13	.17	-.06	.13	-.07	-.23	.43	.39
50	-.04	-.03	.03	-.01	-.13	.10	.02	-.57	.09	.36
51	-.15	.43	-.13	.04	.04	-.08	.24	.07	-.35	.42
52	.03	.13	.01	-.32	.13	.04	.05	.20	-.16	.21
53	-.06	.03	-.22	-.06	.17	-.03	.36	.33	-.25	.38
54	.09	-.08	-.10	.12	-.04	.06	-.02	-.16	.70	.57
55	-.02	.25	-.06	-.44	-.03	-.35	.17	-.19	-.07	.45
56	-.08	.26	.16	.17	.04	.40	.06	-.18	.09	.33
57	.09	-.32	.03	.00	-.11	.11	-.03	-.13	-.00	.15
58	.12	-.08	.07	-.04	-.08	.15	-.13	-.58	.06	.41
59	-.00	.43	-.01	-.17	.06	-.03	.01	.15	-.34	.36
60	.22	.01	-.04	-.45	-.01	-.09	.35	-.09	-.02	.40
61	.31	-.08	.28	-.08	.00	.02	-.04	-.34	.08	.31
62	.00	.19	-.21	-.09	.10	-.33	-.13	.04	-.18	.26
63	.07	.36	.03	-.40	.08	-.17	.19	-.14	-.12	.40
64	.09	.26	-.38	.10	.18	-.04	.39	.34	-.18	.56
65	.15	.18	-.13	.20	-.21	.16	-.40	-.16	.50	.61
66	.23	.13	-.11	-.02	.15	-.08	.34	.47	-.14	.46
67	-.11	.10	-.03	-.56	.13	-.14	-.12	.00	-.13	.40
68	.07	.30	.22	.09	-.41	.06	-.03	-.01	.20	.37
69	.22	-.09	.01	.11	-.02	.44	-.11	-.27	.04	.35
70	.07	.12	-.05	-.03	.48	-.23	.17	.22	-.13	.39
71	.03	.08	.00	-.03	.26	-.38	.16	-.05	-.13	.27
72	.25	.29	-.19	-.06	.24	-.06	.35	.28	-.34	.56
73	.11	.42	.04	-.14	.10	-.09	.18	.26	.03	.33
74	.14	-.05	.17	.05	-.02	.21	.06	-.07	.51	.37
75	.14	.10	.23	.15	-.00	.03	-.09	-.61	.25	.55
76	.11	.31	.22	-.18	.07	.09	-.20	.05	-.31	.34
77	.11	.10	.02	-.16	.54	-.18	.30	.15	-.04	.49
78	.17	.16	-.19	-.06	.29	-.06	.25	.23	.00	.30
79	.03	-.02	-.23	-.46	.15	-.21	.09	.10	-.24	.41
80	.09	.00	.01	-.12	-.20	.57	-.05	-.13	.07	.41
81	.15	-.08	-.25	.18	.07	-.25	.28	.23	-.26	.38
82	-.01	-.23	.16	-.06	.03	.04	-.06	-.48	.22	.36
83	.06	.17	-.07	-.36	.21	-.14	.06	.06	-.36	.36
84	.08	-.10	.09	-.08	-.18	.05	-.28	-.48	.27	.45
85	.07	-.05	.15	.07	-.36	.01	-.21	-.40	.35	.49

APPENDIX II L 1 (cont'd)

Variable No.	Factor									
	1	2	3	4	5	6	7	8	9	h^2
86	.21	.31	-.02	-.22	.03	-.19	.23	-.07	.04	.29
87	.10	.14	-.51	-.05	.26	-.05	.11	.14	-.10	.41
88	-.01	-.06	.12	-.11	-.10	.23	-.08	-.50	-.02	.36
89	.12	.12	.11	-.10	-.01	-.57	.17	.05	-.15	.44
90	.06	.14	-.02	.13	-.04	.08	-.05	-.22	.60	.46
91	-.04	-.02	.11	-.43	-.05	-.07	-.03	.05	-.21	.26
92	.05	-.03	.14	-.11	-.26	.07	-.41	-.48	.28	.58
93	.07	.11	.08	.05	.62	-.09	.13	-.01	.00	.44
94	.12	.04	-.11	.10	-.05	-.13	.07	-.52	.16	.36
95	-.17	.09	.18	.04	-.35	.11	.01	-.40	.13	.38
96	-.04	.39	-.10	-.16	.10	-.42	.20	-.00	-.21	.46
97	-.06	-.07	.10	.08	-.09	.53	-.07	-.11	.19	.36
98	-.02	.09	.08	-.10	.20	-.13	.39	.19	-.51	.53
99	.06	-.04	-.05	.19	-.05	.45	-.05	-.09	.07	.26
100	.04	.12	.07	.05	-.04	.13	-.04	-.11	.73	.58
101	-.04	.24	-.18	-.04	.24	-.18	.18	.17	-.16	.27
102	.05	.06	.13	-.25	.03	-.45	.25	.17	-.16	.41
% Total Variance Acct'd For	2.50	3.04	2.97	3.09	4.70	4.19	4.71	6.27	6.54	

APPENDIX II L 2

Social Values Items Listed by Factors on Which They Were Scored

Social Values - Factor 1

Factor Loading	Item*
+.52	One of the worst feelings a person can have occurs when he has fallen short of what his group expects of him. (009)
+.49	It is extremely satisfying to know that one is an indispensable and appreciated member of a purposeful and effective group (team or institution). (008)
+.37	Some of life's greatest satisfactions are found in working cooperatively with others. (015)
+.34	Minor conflicts between one's own comfort and convenience and that of a neighbor should be resolved in favor of the neighbor more often than not. (028)
+.32	It is often more gratifying to work for the accomplishment of a goal held by a group to which one belongs than to work for the attainment of a purely personal goal. (029)
+.31	Doing something for a friend is more satisfying than doing something for yourself. (062)

*Numbers in parentheses refer to item numbers on Form C.

Social Values - Factor 2

Factor Loading	Item
+.43	Only a person who remains aloof from social organizations and group allegiances can fully develop his potential as an individual. (051)
+.43	People who identify strongly with some group usually do so at the expense of their development and individual self-fulfillment. (059)
+.42	As soon as a person begins to consider what effects his actions will have on bystanders, neighbors, or fellow workers, he begins to compromise his value as an individual. (073)

APPENDIX II L 2

Social Values - Factor 2 (continued)

Factor Loading	Item
+.39	People damage themselves as individuals when they inhibit or in some other way modify their behaviors as a result of the rules of the groups to which they belong. (096)
+.36	When democratically organized groups begin to influence and regulate the behaviors of their members they either disintegrate or become transformed into undemocratic autocratic groups. (063)
+.31	The essence of democracy is protection of the individual against any group pressures designed to make him conform. (086)
+.31	Regardless of whether groups are democratically or autocratically organized, they tend to encroach upon the individual freedoms of their members. (076)
+.31	In life an individual should for the most part go it alone, assuring himself of privacy, having much time to himself, attempting to resist being influenced by others. (002)
-.32	There is no necessary opposition between an individual's fulfillment of his own needs and his fulfillment of the needs of the groups to which he belongs. (057)

Social Values - Factor 3

Factor Loading	Item
+.53	A person who witnesses an unlawful or immoral act, such as physical assault or sadistic taunting and teasing and who does not try to do what he can to stop its occurrence, shares some part of the guilt with the transgressor. (006)
+.39	People should be as concerned with the rights and conditions of others as they are of themselves or their immediate families. (026)
+.35	Not only does everyone have an inalienable right to life, liberty and the pursuit of happiness, he also has an equally inalienable moral obligation to protect others from having these rights taken from them. (023)

APPENDIX II L 2

Social Values - Factor 3 (continued)

Factor Loading	Item
+.35	It is wrong for a person to choose to pay little or no attention to the welfare of persons with whom he has no personal connection. (020)
+.31	The typical law-abiding person who avoids situations in which transgressions occur, rather than acting in such situations to protect those who are being injured, does not deserve the respect of his fellow citizens. (003)
-.51	The only people guilty of immoral acts are those who commit them or directly cause them to be committed. Others who might have prevented the acts, but did not, should bear no blame. (087)
-.38	An individual's responsibility for the welfare of others extends no further than the boundaries of his immediate circle of friends and relatives. (064)
-.36	An individual who has not caused another's misfortune has no moral obligation to help the other person. (034)
-.34	People should leave the prevention of immoral acts up to those whose jobs are specifically concerned with such prevention. (025)
-.32	Whether an individual acts to protect the welfare of persons beyond his circle of friends and relatives is a matter of personal preference, not moral obligation. (016)

Social Values - Factor 4

Factor Loading	Item
+.31	Group members ought to join in group activities even if they are initially indifferent or mildly opposed to these activities. (043)
-.56	The development of individual consciences is hindered by the development of formal group regulations and codes. (067)
-.46	In the long run, people are best off if left to regulate their own behavior rather than setting up group norms and sanctions. (079)

APPENDIX II L 2

Social Values - Factor 4 (continued)

Factor Loading	Item
-.45	Regardless of the content of the act, it is better to do something that springs from a genuine personal interest than from a feeling of social obligation. (060)
-.44	Regardless of how democratically a group sets up its rules, it ceases to be a democratic group once it begins to pressure its members to conform to these rules. (055)
-.43	The presence of rules and regulations governing aspects of community life tends to lead individuals to rely upon external authorities rather than on their own consciences in determining what is right and what is wrong. (091)
-.40	When democratically organized groups begin to influence and regulate the behaviors of their members they either disintegrate or become transformed into undemocratic, autocratic groups. (063)
-.36	The ideal society would be one in which each individual was true to his own conscience and immune to the effects of group influence. (083)
-.32	The consequences flowing from the limitation of a person's freedom to use his resources and skills as he wishes are often far worse than the discomfort such freedom might cause to others. (052)
-.31	Conformity to group norms and goals should be achieved by relying upon the consciences of the individual members. (046)

Social Values - Factor 5

Factor Loading	Item
+.63	A community in which people were very concerned with each other's morality as well as their own would be an intolerable one in which to live. (030)
+.62	It is wrong for a man to point out other people's moral shortcomings. (093)

APPENDIX II L 2

Social Values - Factor 5 (continued)

Factor Loading	Item
+.54	We intrude unjustifiabily into the privacy of other persons when we try to get them to abide more closely to a moral code which they accept as a vague ideal, but which they do not follow in their behavior. (077)
+.50	When one individual behaves unjustly toward another, it is wrong for a third person to intervene to correct the injustice unless he has been asked to do so. (047)
+.50	People should leave the prevention of immoral acts up to those whose jobs are specifically concerned with such prevention. (025)
+.48	One should avoid trying to make people more moral and considerate than they generally are. (070)
-.57	Everyone has an obligation to criticize other members of his community when they act in an immoral, anti-social manner. (019)
-.54	People cannot rely solely upon ministers, policemen and judges to insure moral behavior among the citizens of a community. They must each act to dissuade others from anti-social acts. (012)
-.49	Individuals should feel responsible for fostering the improvement of morals as well as the physical well-being of others. (032)
-.41	Encouraging others to behave in accord with generally accepted moral standards is as important as one's own living up to these standards. (068)
-.38	A person should be willing to openly criticize individuals who break the rules agreed upon by the group. (033)
-.36	Every person should be his brother's keeper in the physical and moral sense. (085)
-.35	It is the duty of every good citizen to criticize prejudices, anti-minority remarks made in his presence. (095)
-.30	Virtue and honor do not belong to those who merely dissociate themselves from the immoral acts of their fellow men. Rather, it belongs only to those who energetically work to prevent such acts. (045)

APPENDIX II L 2
Social Values - Factor 6

Factor Loading	Item
+.57	A person is right in feeling annoyed or angry when other members of his group ignore justifiable group demands. (080)
+.53	A democratically organized group has the right to determine what should be considered proper behavior in areas relevant to the group. (097)
+.45	It is proper for a group to decide to mete out some kind of punishment to group members who act without regard to the goals and rules of the group. (199)
+.44	A person should be willing to cooperate with democratically selected group leaders, even though they are not the ones he personally preferred. (069)
+.43	There is nothing wrong in the members of a group trying to persuade indifferent or mildly dissenting members to go along with the group. (012)
+.40	Groups and communities which refuse to regulate the behaviors of their members encourage the exploitation of the weak by the powerful. (056)
+.34	It is often better for a group to agree upon specific rules to regulate behaviors of importance to the group than to leave the regulation to the individual judgments of the group members. (005)
+.31	Individual consciences need the support of laws and social codes in order to function most effectively in producing moral behavior. (040)
-.57	Conformity to the policies of your group when you are not wholeheartedly in agreement with them is wrong, even when the policies are the result of a democratic process in which you were free to participate. (089)
-.45	A person should not feel bound to follow the decisions of the groups to which he belongs if these decisions are not in accord with his private preferences. (102)
-.42	People damage themselves as individuals when they inhibit or in some other way modify their behaviors as a result of the rules of the groups to which they belong. (096)

APPENDIX II L 2

Social Values - Factor 6 (continued)

Factor Loading	Item
-.38	Group members should not be criticized when they refuse to do something in which they have no interest even when the action in question is necessary for their group to reach its goal. (071)
-.35	Regardless of how democratically a group sets up its rules, it ceases to be a democratic group once it begins to pressure its members to conform to these rules. (055)
-.33	When the needs of a group and the preference of some of its members come into conflict, the latter ought to be given far greater weight in determining the outcome. (062)

Social Values - Factor 7

Factor Loading	Item
+.59	It is better for a person to ignore the larger social concerns of the community in which he lives than to force himself to take part in these concerns merely from a sense of moral obligation. (022)
+.52	It is better to ignore a person in need when one feels no personal compassion for him than to act compassionately out of a sense of obligation or guilt. (048)
+.51	A man's self-fulfillment through his work and his life with family and friends should almost always transcend his obligation to participate in the civic activities of his community, e.g., being active in a local civic, political, cultural or charitable organization. (014)
+.50	Whether an individual acts to protect the welfare of persons beyond his circle of friends and relatives is a matter of personal preference, not moral obligation. (016)

APPENDIX II L 2

Social Values - Factor 7 (Continued)

Factor Loading	Item
+.45	No one can be genuinely concerned with the welfare of people whom he does not know and has never seen. (036)
+.41	Although altruism and feelings of responsibility for the welfare of others are generally thought to be admirable qualities, a person should not be required to have them in order to be respected by himself or others. (029)
+.39	An individual's responsibility for the welfare of others extends no further than the boundaries of his immediate circle of friends and relatives. (064)
+.36	The mere fact that one group or nation is prosperous and another is not places no moral obligation on the group to improve the lot of the have-not group. (053)
+.35	Regardless of the content of the act, it is better to do something that springs from a genuine personal interest than from a feeling of social obligation. (060)
+.35	One's major obligation to other men is to let them alone so that they may sink or swim by their own efforts. (072)
+.34	Except for one's immediate family and closest friends, people have a perfect right to pursue their own goals without regard to the convenience or comfort of others. (066)
+.33	Things work best when people concern themselves with their own welfare and let others take care of themselves. (042)
-.41	All men have an obligation to promote not only the welfare of their immediate circle of relatives but also to work for the well-being of all members of the community in which they live. (092)
-.40	It is wrong for a person to choose to pay little or no attention to the welfare of persons with whom he has no personal connection. (020)

APPENDIX II L 2
Social Values - Factor 8

Factor Loading	Item
+.47	Except for one's immediate family and closest friends, people have a perfect right to pursue their own goals without regard to the convenience or comfort of others. (066)
+.41	Although altriusm and feelings of responsibility for the welfare of others are generally thought to be admirable qualities, a person should not be required to have them in order to be respected by himself or others. (029)
+.38	An individual who has not caused another's misfortune has no moral obligation to help the other person. (034)
+.34	An individual's responsibility for the welfare of others extends no further than the boundaries of his immediate circle of friends and relatives. (064)
+.33	The mere fact that one group or nation is prosperous and another is not places no moral obligation on the have group to improve the lot of the have-not group. (053)
+.33	Things work best when people concern themselves with their own welfare and let others take care of themselves. (042)
+.30	Whether an individual acts to protect the welfare of persons beyond his circle of friends and relatives is a matter of personal preference, not moral obligation. (016)
-.61	Although others may equal it in importance, there is no value more important than compassion for others. (075)
-.58	Individuals should be ready to inhibit their own pleasures if these inconvenience others. (058)
-.57	A man should not be respected for his achievements if they were obtained by interfering with the welfare and development of others. (050)
-.52	It is sympathetic love among persons which alone gives significance to life. (094)
-.50	People should give up activities which bring them pleasures if these activities cause serious discomfort to others. (088)

APPENDIX II L 2

Social Values - Factor 8 (continued)

Factor Loading	Item
-.49	People cannot be considered moral if they are indifferent to the welfare of the members of the community in which they live and work. (O39)
-.48	All men have an obligation to promote not only the welfare of their immediate circle of relatives but also to work for the well-being of all members of the community in which they live. (O93)
-.48	Acting to protect the rights and interests of other members of one's community is a major obligation for all persons. (O84)
-.48	People who try but are unable to provide for their own welfare have a right to expect help from others. (O82)
-.44	Minor conflicts between one's own comfort and convenience and that of a neighbor would be resolved in favor of the neighbor more often than not. (O27)
-.44	Not only does everyone have an inalienable right to life, liberty, and the pursuit of happiness, he also has an equally inalienable moral obligation to protect others from having these rights taken from them. (O23)
-.40	It is the duty of every good citizen to criticize prejudiced, anti-minority remarks made in his presence. (O95)
-.40	Every person should be his brother's keeper in the physical and moral sense. (O85)
-.39	An individual most deserves the feelings of satisfaction with himself after he has done something to help someone else. (O31)
-.34	Doing something for a friend is more satisfying than doing something for yourself. (O61)
.-33	Concern for the welfare of others should go beyond seeing that they have their essential physical needs met. (OO7)

APPENDIX II L 2

Social Values - Factor 9

Factor Loading	Item
+.73	Man is a social animal. He cannot flourish and grow without identifying himself with some group. (100)
+.70	Individuals do not really fulfill their human potentials unless they involve themselves deeply in some group. (054)
+.67	It is important for an individual to be closely identified with at least one group. (035)
+.63	Man's natural state is as a member of a group. The individual who holds himself aloof from active participation in a community is acting against his natural inclinations. (024)
+.60	An individual truly finds himself when he merges with a social group and joins with others in resolute and determined activity for the realization of social goals. (090)
+.51	Individuals and groups are in a symbiotic relationship. Neither can flourish without satisfying the needs of the other. (074)
+.50	It is wrong if an individual refuses to participate actively in at least some of the group activities of the community in which he lives. (065)
+.43	It is just as important to work toward group goals and adhere to the established rules of the group as it is to gratify one's individual desires. (049)
+.42	Some of life's greatest satisfactions are found in working cooperatively with others. (015)
+.37	It is often more gratifying to work for the accomplishment of a goal held by a group to which one belongs than to work for the attainment of a purely personal goal. (028)
-.52	Man's natural state is as an independent, unattached individual. He acts in conflict with his essential qualities when he acts jointly with others as a member of a highly unified group. (041)
-.51	Individuals should feel no obligation to participate in the group activities of the communities in which they happen to live or work. (098)

APPENDIX II L 2

Social Values - Factor 9 (continued)

Factor Loading	Item
-.46	Men are first and foremost individual beings. The identification they may have with groups never really alters their essential separateness from one another. (018)
-.37	In life an individual should for the most part go it alone, assuring himself of privacy, having much time to himself, attempting to resist being influenced by others. (002)
-.36	The ideal society would be one in which each individual was true to his own conscience and immune to the effects of group influence. (083)
-.35	Only a person who remains aloof from social organizations and group allegiances can fully develop his potential as an individual. (051)
-.34	People who identify strongly with some group usually do so at the expense of their development and individual self-fulfillment. (059)
.-31	Regardless of whether groups are democratically or autocratically organized, they tend to encroach upon the individual freedoms of their members. (076)

APPENDIX III A

FACTOR THEMES

Factor I

G_1 Satisfaction from participation in groups: 8[*], 9, 15, 28 (IX G_3)[**]

G_2 Self-restraint for others' welfare: 27, 61 (VIII G_2, II I_2)

Factor II

G_1 No opposition between group activity and fulfilling individual needs: 57

I_1 Self-development hindered by groups: 51, 59, 76 (IX I_3)

I_2 Concerning oneself or inhibiting oneself because of possible effects of own acts on others is harmful to individual: 73, 96, 2 (I G_2, VIII G_2)

I_3 Democratic groups should not try to influence members: 63, 86 (IV I_3, VI I_2, VI G_1)

Factor III

G_1 Obligation to stop, prevent, protect against immoral acts even when one has not caused act: 6, 3, 23

G_2 Obligation to help others beyond circle of personal relationships: 26, 20 (VII G_1, VIII G_3, VII I_2, VIII I_1)

I_1 Denial of guilt or responsibility over not preventing immoral acts or helping others: 25, 34, 87 (VII I_2, VIII I_1, VII G_1, VIII G_3)

I_2 Denial of obligation to help others beyond circle of personal relationships: 16, 64 (VII I_2, VIII I_1, VII G_1, VIII G_3)

[*] Numbers refer to Form C items.

[**] Themes in parentheses are ones sharing items with the theme being described or containing items which are opposite in meaning to items in the described theme.

Factor IV

G_1	Group members should participate even when indifferent or mildly opposed to activity: 43 (VI G_1, VI I_1)
I_1	Group regulations not good for people, interfere with development of conscience: 52, 67, 91
I_2	Value of individual determinant of acts rather than determination by group pressures: 46, 60, 79, 83
I_3	Democratic groups should not try to influence members: 55, 63 (II I_3, VI I_2, VI G_1)

Factor V

G_1	Obligation to monitor and criticize morality of others' behaviors: 19, 95
G_2	Obligation to influence others to live up to moral standards: 11, 32, 33, 45, 68, 85
I_1	Illegitimacy and distastefulness of judging others morally: 30, 93
I_2	Illegitimacy of trying to influence others to live up to moral code when one is not directly charged with this responsibility: 26, 47, 70, 77

Factor VI

G_1	Legitimacy of group demands for "proper behavior" or cooperation: 12, 69, 97 (II I_3, IV I_3)
G_2	Legitimacy of sanctions for non-conformity: 80, 99
G_3	Beneficial effects of specific group norms: 5, 40, 56
I_1	Conformity or modification of behavior to fit group in opposition to individual preferences is wrong or damaging: 62, 71, 89, 96, 102 (IV G_1)
I_2	Democratic groups should not try to influence members: 55 (II I_3, IV I_3)

Factor VII

G_1	Obligation to help others beyond circle of personal relationships: 20, 92 (III G_2, VIII G_3, III I_2, VIII I_1)
I_1	Promotion of social welfare should be result of personal desire, not feeling of social obligation or guilt: 22, 48, 60

Factor VII (cont'd)

I_2 Denial of obligation to promote social welfare of others with whom one is not personally connected: 14, 16, 29, 53, 64, 66 (III I_2, VIII I_1, III G_2, VIII G_3)

I_3 One should let people take care of themselves: 42, 72 (VIII I_2)

I_4 Cannot feel genuinely concerned about distant others: 36

Factor VIII

G_1 Value of compassion or sympathetic love: 75, 94

G_2 Self-restraint and giving up of personal satisfactions preferred to hurting others: 50, 88, 58 (I G_2, II I_2)

G_3 Obligation to help others beyond immediate circle of personal relationships: 39, 92 (III G_2, VII G_1, III I_1)

I_1 Denial of obligation to help others beyond circle of personal relationships: 16, 29, 34, 53, 64, 66 (III I_2, VII I_2, III G_2, VII G_1)

I_2 One should let people take care of themselves: 42 (VII I_3)

Factor IX

G_1 Man's development or fulfillment requires or is helped by identifications with groups: 24, 54, 74, 90, 100

G_2 Man has an obligation to participate in group activities and to support group goals: 35, 49, 65

G_3 Satisfaction results from participation in groups: 15, 28 (I G_1)

I_1 Man is naturally solitary: 18, 41

I_2 Denial of obligation to participation in community group activities, positive value of "going it alone": 2, 83, 98

I_3 Man develops his potential only when he is unaffiliated: 51, 59, 76 (II I_1)

APPENDIX III B

CODING LIST OF FACTOR THEMES AND INDEX OF CODING MANUAL

Coding Category Number	Factor Theme Label
1.	II G 1
2.	II I 2
3.	IV G 1; VI I 1-
4.	IV I 1; VI G 3-
5.	V G 3
6.	V I 1
7.	VI G 2
8.	VI G 4
9.	VI I 1
10.	VI I 4
11.	VII I 1
12.	VII I 4
13.	IX G 1; II I 1-
14.	IX G 2; II I 4-
15.	IX G 4
16.	IX I 1
17.	IX I 4
18.	IX I 5
19.	I G 1; IX G 3
20. a.	VIII G 2
b.	I G 2
c.	VII I 2-
d.	VIII I 1-

Coding Category Number	Factor Theme Label
21. a.	I G 3
b.	VIII G 1
22.	II I 1; VI I 3; IX I3
23.	II I 3; IV I 3; VI I 2
24. a.	II I 4
b.	IX I 2
25.	III G 1; V G 2; VIII G 5
26.	III G 2; VII G 1; VIII G 3
27.	III G 3; V G 4
28.	III G 4; VII G 4; VIII G 4
29.	III I 1; V I 2
30. a.	III I 2; VII I 2; VIII I 1
b.	VII I 2 (only)
31. a.	VI G 3; IV I 1-
b.	VI G 3; IV I 2
32. a.	V G 1
b.	VIII G 6
33.	VI G 1; II I 3-; IV I 3-
34.	VII I 3; VIII I 2; III G 2-

APPENDIX III C

DESCRIPTIONS OF CODING CATEGORIES AND CODING NOTES

INTERVIEW CODE CATEGORY NUMBER 1

Form C Item No.	Social Values Factor Theme II G 1
57	There is no necessary opposition between an individual's fulfillment of his own needs and his fulfillment of the needs of the groups to which he belongs.

Notes

1. No necessary opposition between fulfilling group and individual needs.
2. Score as category 1 minus if responsibility to self and responsibility to group conflict; do not score if group is not mentioned. This means that "family, others," etc. are not scored here. Formal group is necessary.
3. No opposites are scored; no other factor scored at the same time.

INTERVIEW CODE CATEGORY NUMBER 2

Form C Item No.	Social Values Factor Theme II I 2
73	As soon as a person begins to consider what effects his actions will have on bystanders, neighbors, or fellow workers, he begins to compromise his value as an individual.

Notes

1. Scored whenever "personal damage" occurs as a result of consideration of the wishes of others.

2. Do not score response if individual says that restraint should be exercised if damage is in no way mentioned.

3. Do not score if damage results from modifying behavior as a result of group rules (ordinarily scored as category 22) but do score if the idea occurs in relation to "family" or "others."

4. Category 2 is not the opposite of category 20a or 20b, as damaging self may be necessary aspect of fulfilling obligation of self-restraint for other's welfare.

INTERVIEW CODE CATEGORY NUMBER 3

Form C Item No.	Social Values Factor Theme IV G 1
43	Group members ought to join in group activities even if they are initially indifferent or mildly opposed to these activities.
	Social Values Factor Theme VI I 1-
62	When the needs of a group and the preferences of some of its members come into conflict, the latter ought to be given far greater weight in determining the outcome.

Form C Item No.	Social Values Factor Theme VI I 1- (cont'd)
71	Group members should not be criticized when they refuse to do something in which they have no interest even when the action in question is necessary for their group to reach its goal.
89	Conformity to the policies of your group when you are not whole-heartedly in agreement with them is wrong, even when the policies are the result of a democratic process in which you were free to participate.
102	A person should not feel bound to follow the decisions of the groups to which he belongs if these decisions are not in accord with his private preferences.

Notes

1. Group members ought to participate even if mildly opposed or initially indifferent to the group activity. Requires some implication of group pressure or individual disinclination to participate, so is to be scored very narrowly.
2. Category 3 scored if says shouldn't support group when mildly opposed.
3. See category 9. Do not score both 3 and 9 if both occur in single phrase. Require independent mentions if both are to be scored.

INTERVIEW CODE CATEGORY NUMBER 4

Form C Item No.	Social Values Factor Theme IV I 1
52	The consequences flowing from the limitation of a person's freedom to use his resources and skills as he wishes are often far worse than the discomfort such freedom might cause to others.
67	The development of individual consciences is hindered by the development of formal group regulations and codes.
91	The presence of rules and regulations governing aspects of community life tends to lead individuals to rely upon external authorities rather than on their own consciences in determining what is right and what is wrong.

Notes (for Theme IV I 1)

1. Groups allow individual to avoid responsibility for making decisions, thinking for themselves. Scale is relevant to conformity, non-conformity in terms of principles.
2. Stated in terms of negative effects of groups on individual consciences.
3. See category 31.

INTERVIEW CODE CATEGORY NUMBER 5

Social Values Factor Theme V G 3

No Items Special Category

Notes

1. Society has the right to establish norms; there are moral imperatives.
2. Do not count prohibition on killing as moral imperative.
3. Do not score for saying that you can judge others--that statement should be scored minus in category 6.
4. If moral imperative is not hurting others and respondent expects all people to abide by this "societal norm" then score in categories 5 and 20.

INTERVIEW CODE CATEGORY NUMBER 6

Form C Item No.	Social Values Factor Theme V I 1
93	It is wrong for a man to point out other peoples' moral shortcomings.
30	A community in which people were very concerned with each other's morality as well as their own would be an intolerable one in which to live.

Form C Item No.	Social Values Factor Theme V I 1 (cont'd)
70	One should avoid trying to make people more moral and considerate than they generally are.
77	We intrude unjustifiably into the privacy of other persons when we try to get them to abide more closely to a moral code which they accept as a vague ideal, but which they do not follow in their behavior.

Notes

1. Should not be concerned with others' morality; should not point out others' moral shortcomings; should not try to get them to be more moral than they are or to abide more closely by their own moral code.
2. If subject states that you can do these things then category 6 should be scored minus; statements saying that you should do these things are to be scored in category 5.

INTERVIEW CODE CATEGORY NUMBER 7

Form C Item No.	Social Values Factor Theme VI G 2
99	It is proper for a group to decide to mete out some kind of punishment to group members who act without regard to the goals and rules of the group.
80	A person is right in feeling annoyed or angry when other members of his group ignore justifiable group demands.

Notes

1. Group members can use sanctions for non-conformity.
2. Category 7 should be scored minus for statement that sanctions should not be used.

INTERVIEW CODE CATEGORY NUMBER 8

Social Values Factor Theme VI G 4

No Items Special Category

Notes (for Theme VI G 4)

1. Groups should reach compromise if the majority and minority disagree.

2. Category 8 should be scored minus for statements saying that group factions should each go their own way if they disagree.

3. Category 8 should be scored when reference is made to bringing in outside arbitrator or mediator to settle disagreements in group. However, if mention is made of binding arbitration or special intra-group agencies set up to judge disputes, category 33, not 8, is scored.

INTERVIEW CODE CATEGORY NUMBER 9

Form C Item No.	Social Values Factor Theme VI I 1
62	When the needs of a group and the preferences of some of its members come into conflict, the latter ought to be given far greater weight in determining the outcome.
71	Group members should not be criticized when they refuse to do something in which they have no interest even when the action in question is necessary for their group to reach its goal.
89	Conformity to the policies of your group when you are not wholeheartedly in agreement with them is wrong, even when the policies are the result of a democratic process in which you were free to participate.
102	A person should not feel bound to follow the decisions of the groups to which he belongs if these decisions are not in accord with his private preferences.

Notes

1. Anti-conformity theme stating that it is wrong to follow group if you do not agree with what the group prefers to do. No mention is made of damaging the individual.

2. Category 9 is scored minus for statement of "majority rule." Anytime that it is stated that all members of the group are bound by majority decision, this is scored.

3. See category 3. Do not score both 3 and 9 if both occur in single phrase. Require independent mentions if both are to be scored.

INTERVIEW CODE CATEGORY NUMBER 10

Social Values Factor Theme VI I 4

No Items Special Category

Notes

1. Majority and minority have no obligation to each other. Is usually used in answer to the question about majority-minority obligations.

2. Do not score category 10 minus if it is stated that they do have obligations to each other.

INTERVIEW CODE CATEGORY NUMBER 11

Form C Item No.	Social Values Factor Theme VII I 1
60	Regardless of the content of the act, it is better to do something that springs from a genuine personal interest than from a feeling of social obligation.
48	It is better to ignore a person in need when one feels no personal compassion for him than to act compassionately out of a sense of obligation or guilt.
22	It is better for a person to ignore the larger social concerns of the community in which he lives than to force himself to take part in these concerns merely from a sense of moral obligation.

Notes

1. A person should feel a genuine personal interest in a social condition or in helping someone before he should act. He should not act out of a sense of obligation (moral or social) or guilt.

2. Family responsibility vs. self-interest is scored here unless it is in terms of damaging self (see category 2) or in terms of following principles (see categories 4 and 31).

INTERVIEW CODE CATEGORY NUMBER 12

Form C Item No.	Social Values Factor Theme VII I 4
36	No one can be genuinely concerned with the welfare of people whom he does not know and has never seen.

Notes

1. It is impossible to feel genuine concern for distant others.
2. No opposites.

INTERVIEW CODE CATEGORY NUMBER 13

Form C Item No.	Social Values Factor Theme IX G 1
100	A man is a social animal. He cannot flourish and grow without identifying himself with some group.
54	Individuals do not really fulfill their human potentials unless they involve themselves deeply in some group.
24	Man's natural state is as a member of a group; the individual who holds himself aloof from active participation in a community is acting against his natural inclinations.
106	An individual truly finds himself when he merges with a social group and joins with others in resolute and determined activity for the realization of social goals.
74	Individuals and groups exist in a symbiotic relationship. Neither can flourish without satisfying the needs of the other.
	Social Values Factor Theme II I 1-
59	People who identify strongly with some group usually do so at the expense of their development and individual self fulfillment.
51	Only a person who remains aloof from social organizations and group allegiances can fully develop his potential as an individual.

Notes (for Theme II I 1-)

1. Man is by nature a social animal; he develops; his potential is furthered and fulfilled by group identification. It goes against his nature to remain unidentified with groups. Individuals and groups satisfy each other's needs.

2. Category 13 is also scored for statements about negative effects of isolation and alienation on personality. If negative effects are felt by society, rather than by individual, score category 14.

INTERVIEW CODE CATEGORY NUMBER 14

Form C Item No.	Social Values Factor Theme IX G 2
35	It is important for an individual to be closely identified with at least one group.
49	It is just as important to work toward group goals and adhere to the established rules of the group as it is to gratify one's individual desires.
65	It is wrong if an individual refuses to participate activity in at least some of the group activities of the community in which he lives.
	Social Values Factor Theme II I 4-
2	In life an individual should for the most part go it alone, assuring himself of privacy, having much time to himself, attempting to resist being influenced by others.

Notes

1. People should belong to groups; it is important that they be closely identified with at least one group. They are obligated to participate in community activities, to work toward group goals and to follow group rules.

2. These are scored weak for statement that individual should contribute to the group if he voluntarily joins the group. If no mention is made of "volunteering" then it is scored with normal strength.

3. Opposite is scored in category 24.

INTERVIEW CODE CATEGORY NUMBER 15

Social Values Factor Theme IX G 4

No Items Special Category

Notes

1. Score for reference to instrumental value of group participation, allowing you to do things, get things done that you could not do by yourself. Statement or context within which it occurs must imply a favorable orientation toward groups.

INTERVIEW CODE CATEGORY NUMBER 16

Form C Item No.	Social Values Factor Theme IX I 1
18	Men are first and foremost individual beings. The identifications they may have with groups never really alters their essential separateness from one another.
41	Man's natural state is as an independent, unattached individual. He acts in conflict with his essential qualities when he acts jointly with others as a member of a highly unified group.

Notes

1. Man's natural state is alone. Any identification with a group does not affect his natural separateness from his fellow man.
2. People benefitting individually from group's instrumental value--really as an individual using group, without any implication of being favorably oriented toward group membership *per se*.

INTERVIEW CODE CATEGORY NUMBER 17

Social Values Factor Theme IX I 4

No Items Special Category

Notes

1. It is up to the individual whether or not he joins in a group or works toward group goals. Usually given in answer to the question asking just that.

INTERVIEW CODE CATEGORY NUMBER 18

Social Values Factor Theme IX I 5

No Items Special Category

Notes

1. Groups are bad because they can lead individuals to violate or abdicate conscience and do things that he ordinarily would not do, because of desire to be one of the group, or Le Bon idea.

INTERVIEW CODE CATEGORY NUMBER 19

Form C Item No.	Social Values Factor Theme I G 1
8	It is extremely satisfying to know that one is an indispensable and appreciated member of a purposeful and effective group (team or institution).
9	One of the worst feelings a person can have occurs when he has fallen short of what his group expected of him.
28	It is often more gratifying to work for the accomplishment of a goal held by a group to which one belongs than to work for the attainment of a purely personal goal.
15	Some of life's greatest satisfactions are found in working cooperatively with others.
	Social Values Factor Theme IX G 3
15	Some of life's greatest satisfactions are found in working cooperatively with others.
28	It is often more gratifying to work for the accomplishment of a goal held by a group to which one belongs than to work for the attainment of a purely personal goal.

Notes (for Theme IX G 3)

1. Both of these are always scored together.

2. Refers to consummatory value of group participation. It is pleasant to cooperate, affiliate, work for group goals.

3. Not necessarily good in the instrumental sense. Does not mention accomplishment of objectives external to the group and/or through interaction with the group. Instrumental value scored under category 15.

4. Do not score 19 for mentioning that group participation is good for self-development. This is scored under 13. Score 19 narrowly; don't score if 13 is scored for same response.

5. In answer to interviewer query on Question # 4 concerning "enjoying group's successes, failures as own," a plain "yes" answer is scored plus under 19, a "no" is scored as minus. Scoring may be altered if additional comments require, but presumption is that this category applies.

INTERVIEW CODE CATEGORY NUMBER 20

Form C Item No.	Social Values Factor Theme I G 2
27	Minor conflicts between one's own comfort and convenience and that of a neighbor should be resolved in favor of the neighbor more often than not.
	Social Values Factor Theme VIII G 2
27	Minor conflicts between one's own comfort and convenience and that of a neighbor should be resolved in favor of the neighbor more often than not.
58	Individuals should be ready to inhibit their own pleasures if these inconvenience others.
50	A man should not be respected for his achievements if they were obtained by interfering with the welfare and development of others.
88	People should give up activities which bring them pleasures if these activities cause serious discomfort to others.

Form C Item No.	Social Values Factor Theme VII I 2
16	Whether an individual acts to protect the welfare of persons beyond his circle of friends and relatives is a matter of personal preference, not moral obligation.
64	An individual's responsibility for the welfare of others extends no further than the boundaries of his immediate circle of friends and relatives.
66	Except for one's immediate family and closest friends, people have a perfect right to pursue their own goals without regard to the convenience or comfort of others.
29	Although altruism and feelings of responsibility for the welfare of others are generally thought to be admirable qualities, a person should not be required to have them in order to be respected by himself or others.
53	The mere fact that one group or nation is prosperous and another is not places no moral obligation on the have group to improve the lot of the have not group.
14	A man's self-fulfillment through his work and his life with family and friends should almost always transcend his obligation to participate in the civic activities of his community, e.g., being active in a local civic, political, cultural or charitable organization.

Notes

1. Statements saying that you should restrain yourself, your pleasures, etc. to avoid harming, inconveniencing others, causing them discomfort.

2. Obligation to help others is not scored here: this sub-scale is in negative sense, not positive.

3. Generally score 20a; score 20b unless 20a is scored for item 57; score 20c minus if relevant to item 66 on VII I 2. If scored for item 66, score 20d and 20b minus, and not 20a.

4. Note that 20b and 20c are weak and that they are not always scored when 20a is scored.

5. If statement is in context of restraining self as a general moral obligation, score category 5 as well.

INTERVIEW CODE CATEGORY NUMBER 21

Form C Item No.	Social Values Factor Theme I G 3
61	Doing something for a friend is more satisfying than doing something for yourself.
	Social Values Factor Theme VIII G 1
61	Doing something for a friend is more satisfying than doing something for yourself.
75	Although others may equal it in importance, there is no value more important than compassion for others.
94	It is sympathetic love among persons which alone gives significance to life.
31	An individual most deserves the feelings of satisfaction with himself after he has done something to help someone else.

Notes

1. Value of compassion, sympathetic love, doing things to help others. Accent is on finding pleasure in doing things out of love for others.

2. 21a is scored only if item 61 or item 31 is the reason 21b is scored.

3. Does not mention service, love for others as good for self-development. If self-development is mentioned, score category 28.

INTERVIEW CODE CATEGORY NUMBER 22

Form C Item No.	Social Values Factor Theme II I 1
76	Regardless of whether groups are democratically or autocratically organized, they tend to encroach upon the individual freedoms of their members.
59	People who identify strongly with some group usually do so at the expense of their development and individual self-fulfillment.
51	Only a person who remains aloof from social organizations and group allegiances can fully develop his potential as an individual.
96	People damage themselves as individuals when they inhibit or in some other way modify their behaviors as a result of the rules of the groups to which they belong.

Form C Item No.	Social Values Factor Theme VI I 3
96	People damage themselves as individuals when they inhibit or in some other way modify their behaviors as a result of the rules of the groups to which they belong.
	Social Values Factor Theme IX I 3
51	Only a person who remains aloof from social organizations and group allegiances can fully develop his potential as an individual.
59	People who identify strongly with some group usually do so at the expense of their development and individual self-fulfillment.
76	Regardless of whether groups are democratically or autocratically organized, they tend to encroach upon the individual freedoms of their members.

Notes

1. Conformity or over-attachment to formal groups damages the individual, prevents growth and/or personal development. It requires an explicit statement about the negative effects of groups and is not just a general statement against groups.
2. Differs from category 4 which also mentions groups in that the latter is in terms of responsibility for own actions, making up own mind, etc., and doesn't mention damage to the individual or his development.
3. Can be scored only for groups and not for "family, others."

INTERVIEW CODE CATEGORY NUMBER 23

Form C Item No.	Social Values Factor Theme II I 3
86	The essence of democracy is protection of the individual against any group pressures designed to make him conform.
63	When democratically organized groups begin to influence and regulate the behaviors of their members they either disintegrate or become transformed into undemocratic, autocratic groups.

Form C Item No.	Social Values Factor Theme IV I 3
63	When democratically organized groups begin to influence and regulate the behaviors of their members they either disintegrate or become transformed into undemocratic, autocratic groups.
55	Regardless of how democratically a group sets up its rules, it ceases to be a democratic group once it begins to pressure its members to conform to these rules.
	Social Values Factor Theme VI I 2
55	Regardless of how democratically a group sets up its rules, it ceases to be a democratic group once it begins to pressure its members to conform to these rules.
	Social Values Factor Theme VI G 1-
97	A democratically organized group has the right to determine what should be considered proper behavior in areas relevant to the group.
12	There is nothing wrong in the members of a group trying to persuade indifferent or mildly dissenting members to go along with the group.
69	A person should be willing to cooperate with democratically selected group leaders, even though they are not the ones he personally preferred.

Notes

1. Democratic groups should not try to influence or regulate the behavior of members.
2. Democracy is designed to protect the individual from conformity pressures.
3. If groups try to influence members then they become autocratic.
4. Opposite is scored under category 33.

INTERVIEW CODE CATEGORY NUMBER 24

Form C Item No.	Social Values Factor Theme II I 4
2	In life an individual should for the most part go it alone, assuring himself of privacy, having much time to himself, attempting to resist being influenced by others.

Form C Item No.	Social Values Factor Theme IX I 2
1	In life an individual should for the most part go it alone, assuring himself of privacy, having much time to himself, attempting to resist being influenced by others.
98	Individuals should feel no obligation to participate in the group activities of the communities in which they happen to live or work.
83	The ideal society would be one in which each individual was true to his own conscience and immune to the effects of group influence.

Notes

1. People not only have no obligation to join groups but they should "go it alone" and remain uninfluenced by group contacts. Gets scored whenever individualism is highly valued either implicitly or explicitly. Frequently scored in answer to question about what side of identification-individualism balance should be struck.
2. Opposite is scored under category 14.

INTERVIEW CODE CATEGORY NUMBER 25

Form C Item No.	Social Values Factor Theme III G 1
3	The typical law abiding person who avoids situations in which transgressions occur, rather than acting in such situations to protect those who are being injured, does not deserve the respect of his fellow citizens.
6	A person who witnesses an unlawful or immoral act, such as physical assault or sadistic taunting and teasing, and who does not try to do what he can to stop its occurrence shares some part of the guilt with the transgressor.
23	Not only does everyone have an inalienable right to life, liberty and the pursuit of happiness, he also has an equally inalienable moral obligation to protect others from having these rights taken from them.

Form C Item No. — Social Values Factor Theme V G 2

45 Virtue and honor do not belong to those who merely dissociate themselves from the immoral acts of their fellow men. Rather, it belongs only to those who energetically work to prevent such acts.

11 People cannot rely solely upon ministers, policemen and judges to insure moral behavior among the citizens of a community. They must each act to dissuade others from anti-social acts.

Social Values Factor Theme VIII G 5

23 Not only does everyone have an inalienable right to life, liberty and the pursuit of happiness, he also has an equally inalienable moral obligation to protect others from having these rights taken from them.

Notes

1. Doing something, intervening to stop or prevent immoral acts. Is not just a matter of disapproving of acts and/or trying to improve morals of others, but is active protection against wrong doing. Narrower than obligation to promote good in terms of preventing bad.
2. An answer of "yes" to Ques. # 5, i.e., that all white Americans are to be held responsible, is scored in this category. Frequently references to group wrongs and individual responsibility are scored here.
3. Gets scored weakly if intervention implies moral relativism.

INTERVIEW CODE CATEGORY NUMBER 26

Form C Item No. — Social Values Factor Theme III G 2

20 It is wrong for a person to choose to pay little or no attention to the welfare of persons with whom he has no personal connection.

26 People should be as concerned with the rights and conditions of others as they are of themselves or their immediate families.

Form C Item No.	Social Values Factor Theme VII G 1
92	All men have an obligation to promote not only the welfare of their immediate circle of relatives but also to work for the well being of all the members of the community in which they live.
20	It is wrong for a person to choose to pay little or no attention to the welfare of persons with whom he has no personal connection.
	Social Values Factor Theme VIII G 3
92	All men have an obligation to promote not only the welfare of their immediate circle of relatives but also to work for the well being of all the members of the community in which they live.
85	Every person should be his brother's keeper in the physical and moral sense.
7	Concern for the welfare of others should go beyond seeing that they have their essential physical needs met.
39	People cannot be considered moral if they are indifferent to the welfare of the members of the community in which they live and work.
82	People who try but are unable to provide for their own welfare have a right to expect help from others.

Notes

1. Social welfare orientation: obligation to help those beyond range of immediate acquaintances.

INTERVIEW CODE CATEGORY NUMBER 27

Social Values Factor Theme III G 3

No Items Special Category

Social Values Factor Theme V G 4

No Items Special

Notes

1. If, after trying, one cannot stop immoral acts or one is powerless to prevent immoral acts, then one must dissociate onself from the group. Score only when the group is said to be doing something immoral.

INTERVIEW CODE CATEGORY NUMBER 28

Social Values Factor Theme III G 4

No Items Special Category

Social Values Factor Theme VII G 4

No Items Special Category

Social Values Factor Theme VIII G 4

No Items Special Category

Notes

1. Self-fulfillment through good works, service to others; no mention made of group as agency through which works are performed.

INTERVIEW CODE CATEGORY NUMBER 29

Form C Item No.	Social Values Factor Theme III I 1
25	People should leave the prevention of immoral acts up to those whose jobs are specifically concerned with such prevention.
87	The only people guilty of immoral acts are those who commit them or directly cause them to be committed. Others who might have prevented the acts, but did not, should bear no blame.
	Social Values Factor Theme V I 2
25	People should leave the prevention of immoral acts up to those whose jobs are specifically concerned with such prevention.
47	When one individual behaves unjustly toward another, it is wrong for a third person to intervene to correct the injustice unless he has been asked to do so.

Notes

1. Denial of any responsibility to prevent immoral acts or help unfortunate others if one is not directly involved.

INTERVIEW CODE CATEGORY NUMBER 30

Form C Item No.	Social Values Factor Theme III I 2
34	An individual who has not caused another's misfortune has no moral obligation to help the other person.
16	Whether an individual acts to protect the welfare of persons beyond his circle of friends and relatives is a matter of personal preference, not moral obligation.
64	An individual's responsibility for the welfare of others extends no further than the boundaries of his immediate circle of friends and relatives.
	Social Values Factor Theme VII I 2
16	Whether an individual acts to protect the welfare of persons beyond his circle of friends and relatives is a matter of personal preference, not moral obligation.
64	An individual's responsibility for the welfare of others extends no further than the boundaries of his immediate circle of friends and relatives.
66	Except for one's immediate family and closest friends, people have a perfect right to pursue their own goals without regard to the convenience or comfort of others.
29	Although altruism and feelings of responsibility for the welfare of others are generally thought to be admirable qualities, a person should not be required to have them in order to be respected by himself or others.
53	The mere fact that one group or nation is prosperous and another is not places no moral obligation on the have group to improve the lot of the have not group.
14	A man's self-fulfillment through his work and his life with family and friends should almost always transcend his obligation to participate in the civic activities of his community, e.g., being active in a local civic, political, cultural or charitable organization.

Form C Item No.	Social Values Factor Theme VIII I 1
53	The mere fact that one group or nation is prosperous and another is not places no moral obligation on the have group to improve the lot of the have not group.
29	Although altruism and feelings of responsibility for the welfare of others are generally thought to be admirable qualities, a person should not be required to have them in order to be respected by himself or others.
66	Except for one's immediate family and closest friends, people have a perfect right to pursue their own goals without regard to the convenience or comfort of others.
64	An individual's responsibility for the welfare of others extends no further than the boundaries of his immediate circle of friends and relatives.
16	Whether an individual acts to protect the welfare of persons beyond his circle of friends and relatives is a matter of personal preference, not moral obligation.
34	An individual who has not caused another's misfortune has no moral obligation to help the other person.

Notes

1. Denial of responsibility to promote the welfare of those beyond immediate circle of friends.
2. Item 14 concerns the respective responsibilities of an individual to his own self-fulfillment and to the larger community.
3. If item 66 is only relevant item, score under category 20.

INTERVIEW CODE CATEGORY NUMBER 31

Form C Item No.	Social Values Factor Theme IV I 2
46	Conformity to group norms and goals should be achieved by relying upon the consciences of the individual members.
60	Regardless of the content of the act, it is better to do something that springs from a genuine personal interest than from a feeling of social obligation.

Form C
Item No.

Social Values Factor Theme IV I 2 (cont'd)

79 In the long run, people are best off if left to regulate their own behavior rather than setting up group norms and sanctions.

83 The ideal society would be one in which each individual was true to his own conscience and immune to the effects of group influence.

Social Values Factor Theme VI G 3

5 It is often better for a group to agree upon specific rules to regulate behaviors of importance to the group than to leave the regulation to the individual judgments of the group members.

40 Individual consciences need the support of laws and social codes in order to function most effectively in producing moral behavior.

56 Groups and communities which refuse to regulate the behaviors of their members encourage the exploitation of the weak by the powerful.

Social Values Factor Theme IV I 1

52 The consequences flowing from the limitation of a person's freedom to use his resources and skills as he wishes are often far worse than the discomfort such freedom might cause to others

67 The development of individual consciences is hindered by the development of formal group regulations and codes.

91 The presence of rules and regulations governing aspects of community life tends to lead individuals to rely upon external authorities rather than on their own consciences in determining what is right and what is wrong.

Notes

1. It is good to have group regulations that can help support individual consciences. This is the social anarchy scale--is used when subjects say chaos would exist in a lawless society. Reference to groups is not necessary.

2. Score 31a or 31b depending upon whether emphasis is on IV I 1 (31a) or IV I 2 (31b).

INTERVIEW CODE CATEGORY NUMBER 32

Form C Item No.	Social Values Factor Theme V G 1
33	A person should be willing to openly criticize individuals who break the rules agreed upon by the group.
68	Encouraging others to behave in accord with generally accepted moral standards is as important as one's own living up to these standards.
32	Individuals should feel responsible for fostering the improvement of morals as well as the physical well being of others.
19	Everyone has an obligation to criticize other members of his community when they act in an immoral, anti-social manner.
85	Every person should be his brother's keeper in the physical and moral sense.
95	It is the duty of every good citizen to criticize prejudiced, anti-minority remarks made in his presence.
	Social Values Factor Theme VIII G 6
95	It is the duty of every good citizen to criticize prejudiced, anti-minority remarks made in his presence.

Notes

1. People have an obligation to criticize immoral, anti-social behavior and to encourage people to behave more morally. A person is responsible for group wrongs if he does not speak up but is not responsible if he does not.
2. Do not score if says you can judge others; this is scored minus under category 6.
3. Always score 30b if this category is used; 30a is also scored only when specific reference is made to anti-minority remarks.

INTERVIEW CODE CATEGORY NUMBER 33

Form C Item No.	Social Values Factor Theme VI G 1
97	A democratically organized group has the right to determine what should be considered proper behavior in areas relevant to the group.
12	There is nothing wrong in the members of a group trying to persuade indifferent or mildly dissenting members to go along with the group.
69	A person should be willing to cooperate with democratically selected group leaders, even though they are not the ones he personally preferred.
	Social Values Factor Theme II I 3-
86	The essence of democracy is protection of the individual against any group pressures designed to make him conform.
63	When democratically organized groups begin to influence and regulate the behaviors of their members they either disintegrate or become transformed into undemocratic, autocratic groups.
	Social Values Factor Theme IV I 3-
63	When democratically organized groups begin to influence and regulate the behaviors of their members they either disintegrate or become transformed into undemocratic, autocratic groups.
55	Regardless of how democratically a group sets up its rules, it ceases to be a democratic group once it begins to pressure its members to conform to these rules.

Notes

1. Groups have the right to set up norms, rules governing their members. They delegate power to leaders who then govern the group.
2. Group members can try to persuade dissenting members to follow the group's policy.
3. In both cases groups refer to specific associations, not society in general.
4. Category 33 scored only for making rules, not group decisions.
5. Opposite is scored under category 23.

INTERVIEW CODE CATEGORY NUMBER 34

Form C Item No.	Social Values Factor Theme VII I 3
42	Things work best when people concern themselves with their own welfare and let others take care of themselves.
72	One's major obligation to other men is to let them alone so that they may sink or swim by their own efforts.
	Social Values Factor Theme VIII I 2
42	Things work best when people concern themselves with their own welfare and let others take care of themselves.
	Social Values Factor Theme III G 2
20	It is wrong for a person to choose to pay little or no attention to the welfare of persons with whom he has no personal connection.
26	People should be as concerned with the rights and conditions of others as they are of themselves or their immediate families.

Notes

1. One should let people take care of themselves. Not denial of responsibility as much as affirmation of individualistic orientation as beneficial to others.

APPENDIX III D
Estimated Factor Score Tally Sheet[1]

Factor	Categ. No.	Rounded Sum of Loadings	Interview Code Score[2]
I	19	1.5	______
	20b	0.5	______
	21a	0.5	______
			______
	Total (Estimated Factor Score)		______
III	25	1.0	______
	26	0.5	______
	27	0.5	______
	28	0.5	______
	29	-1.0	______
	30a	-1.0	______
	34	-0.5	______
	Total (Estimated Factor Score)		______

Factor	Categ. No.	Rounded Sum of Loadings	Interview Code Score[2]
II	1	0.5	______
	2	-0.5	______
	13	1.0	______
	14	0.5	______
	22	-1.5	______
	23	-0.5	______
	24a	-0.5	______
	33	0.5	______
	Total (Estimated Factor Score)		______

[1] The form of the sheet has been altered slightly to make it more understandable.

[2] Weighted sum of scores in category, multiplied by corresponding rounded sum of loadings.

APPENDIX III D (cont'd)

Factor	Categ. No.	Rounded Sum of Loadings	Interview Code Score^2
IV	3	0.5	_____
	4	-1.5	_____
	23	-1.0	_____
	31a	1.5	_____
	31b	1.0	_____
	33	1.0	_____
	Total (Estimated Factor Score)		_____
V	5	1.0	_____
	6	-2.5	_____
	25	1.0	_____
	27	0.5	_____
	29	-1.0	_____
	32a	2.5	_____
	Total (Estimated Factor Score)		_____

Factor	Categ. No.	Rounded Sum of Loadings	Interview Code Score^2
VI	3	1.5	_____
	4	-1.0	_____
	7	1.0	_____
	8	0.5	_____
	9	1.5	_____
	10	-0.5	_____
	22	-0.5	_____
	23	-0.5	_____
	31	1.0	_____
	33	1.5	_____
	Total (Estimated Factor Score)		_____

APPENDIX III D (cont'd)

Factor	Categ. No.	Rounded Sum of Loadings	Interview Code Score^2
VII	11	-1.5	______
	12	-0.5	______
	20c	-2.5	______
	26	1.0	______
	28	0.5	______
	30	-2.5	______
	34	-0.5	______
	Total (Estimated Factor Score)		______
VIII	20a	2.0	______
	20d	-2.0	______
	21b	2.0	______
	25	0.5	______
	26	2.0	______
	(continued next column)		
VIII	28	0.5	______
	30a	-2.0	______
	32b	0.5	______
	34	-0.5	______
	Total (Estimated Factor Score)		______
IX	13	3.0	______
	14	1.5	______
	15	0.5	______
	16	-1.0	______
	17	-0.5	______
	18	-0.5	______
	19	1.0	______
	22	-1.0	______
	24b	-1.0	______
	Total (Estimated Factor Score)		______

APPENDIX IV A 1

The F Scale
List of Correspondences Among Item Numbers on Forms and Factor Analyses of Scale

Summer 1964	Summer 1965		Common Item
Part VII* Item No.*	Part V Item No.	Factor Analysis Variable Number	Factor Analysis Variable Number
1	8	1	1
2	9	2	2
3	10	3	3
4	11	4	4
5	--	-	-
6	13	6	5
7	14	7	6
8	15	8	7
9	16	9	8
10	17	10	9
11	--	--	-
12	19	12	10
13	--	--	--
14	20	13	11
15	21	14	12
16	22	15	13
17	23	16	14
18	24	17	15
19	--	--	--
20	--	--	--
21	26	19	16
22	--	--	--
23	27	20	17
24	28	21	18
25	29	22	19
26	30	23	20
27	31	24	21
28	32	25	22
—	12	5	--
--	18	11	--
--	25	18	--

* Item number and factor analysis variable number are the same in this analysis.

APPENDIX IV A 2
Item Statistics - F Scale
Haverford Freshmen, Class of 1968, Summer 1964

Item Number	Mean Rating	Standard Deviation	Variance	Sum of Ratings	Sum of Sq. Ratings	N
1	2.7203	1.7557	3.08280667	321	1237	118
2	2.4831	1.1551	1.33445849	293	885	118
3	3.4746	1.6035	2.57138754	410	1728	118
4	3.2373	1.2600	1.58776214	382	1424	118
5	2.9915	1.3869	1.92365700	353	1283	118
6	2.4322	1.2787	1.63523413	287	891	118
7	4.7797	1.3786	1.90060327	564	2920	118
8	3.8983	1.6539	2.73542086	460	2116	118
9	3.7119	1.5682	2.45935077	438	1916	118
10	2.6949	1.2589	1.58488940	318	1044	118
11	2.3390	1.3913	1.93593795	276	874	118
12	3.0593	1.3978	1.95410801	361	1335	118
13.	4.7881	1.5450	2.38721686	565	2987	118
14	2.2119	1.0958	1.20087619	261	719	118
15	3.3898	1.2353	1.52599827	400	1536	118
16	4.8475	1.4179	2.01062213	572	3010	118
17	2.2712	1.0865	1.18069520	268	748	118
18	2.3814	1.0807	1.16812697	281	807	118
19	3.8729	1.3435	1.80587475	457	1983	118
20	4.2288	1.2783	1.63408503	499	2303	118
21	2.5169	.9977	.99547543	297	865	118
22	3.7203	1.5507	2.40484056	439	1917	118
23	3.0169	1.4899	2.22005171	356	1336	118
24	4.3051	1.1461	1.31370296	508	2342	118
25	3.1441	1.5583	2.42829701	371	1453	118
26	2.6949	1.5266	2.33065211	318	1132	118
27	4.8305	.9768	.95432347	570	2866	118
28	2.1695	1.1146	1.24245906	256	702	118

APPENDIX IV A 3
Item Statistics - F Scale
Haverford Freshmen, Class of 1969, Summer 1965

Item Number	Mean Rating	Standard Deviation	Variance	Sum of Ratings	Sum of Sq. Ratings	N
1	3.1917	1.5931	2.53826389	383	1527	120
2	2.5917	1.0992	1.20826389	311	951	120
3	3.4917	1.5758	2.48326389	419	1761	120
4	3.0917	1.5220	2.31659722	371	1425	120
5	2.8917	1.3215	1.74659722	347	1213	120
6	2.6167	1.3365	1.78638889	314	1036	120
7	4.8083	1.4159	2.00493056	577	3015	120
8	3.9917	1.7630	3.10826389	479	2285	120
9	3.8917	1.6421	2.69659723	467	2141	120
10	2.4750	1.3099	1.71604167	297	941	120
11	4.2583	1.5518	2.40826389	511	2465	120
12	3.1833	1.5598	2.43305556	382	1508	120
13	1.9333	1.0306	1.06222222	232	576	120
14	3.3333	1.4851	2.20555556	400	1598	120
15.	4.7833	1.3855	1.91972222	574	2976	120
16	2.3250	1.1192	1.25270833	279	799	120
17	2.5833	1.3075	1.70972222	310	1006	120
18	3.0417	1.2068	1.45659722	365	1285	120
19	2.5667	1.0386	1.07888889	308	920	120
20	2.5750	1.3580	1.84437500	309	1017	120
21	4.2250	1.2142	1.47437500	507	2319	120
22	2.9500	1.5102	2.28083333	354	1318	120
23	2.6250	1.4086	1.98437500	315	1065	120
24	4.8417	1.1254	1.26659722	581	2965	120
25	2.4250	1.4239	2.02770833	291	949	120

APPENDIX IV A 4

F Scale

Item Statistics - Haverford Freshmen

Pooled Data-Classes of 1968 and 1969

Item Number	Mean Rating	Standard Deviation	Variance	Sum of Ratings	Sum of Sq. Ratings	N
1	2.9538	1.6958	2.87601512	703	2761	238
2	2.5546	1.1353	1.28903326	608	1860	238
3	3.4622	1.5893	2.52588094	824	3454	238
4	3.1513	1.3971	1.95191017	750	2828	238
5	2.5210	1.3115	1.72014688	600	1922	238
6	4.7899	1.3955	1.94746133	1140	5924	238
7	3.9412	1.7066	2.91250618	938	4390	238
8	3.8109	1.6094	2.59030083	907	4073	238
9	2.6008	1.3078	1.71041947	619	2017	238
10	3.1176	1.4848	2.20464657	742	2838	238
11	2.0630	1.0730	1.15149001	491	1287	238
12	3.3571	1.3729	1.88505402	799	3131	238
13	4.8109	1.4000	1.96004873	1145	5975	238
14	2.3025	1.1004	1.21100205	548	1550	238
15	2.4790	1.2046	1.45123932	590	1808	238
16	2.5462	1.0145	1.02937645	606	1788	238
17	2.7899	1.4428	2.08191512	664	2348	238
18	4.2731	1.1797	1.39179789	1017	4677	238
19	3.0336	1.5417	2.37702139	722	2756	238
20	2.6597	1.4687	2.15728056	633	2197	238
21	4.8403	1.0530	1.10896124	1152	5840	238
22	2.3025	1.2837	1.64797684	548	1654	238

APPENDIX IV A 5
F Scale
Item Loadings, Centroid Analysis, Unrotated Factors
Haverford Freshmen Class of 1968

	Factor						
Variable Number	1	2	3	4	5	6	h^2
1	.0781-	.2339	.2625	.3481	.1466-	.2416	.33
2	.2018-	.3568	.2440	.0893	.0315-	.2007	.28
3	.3809	.2527	.0485-	.1716-	.0963-	.1845	.28
4	.1849-	.1930	.2298-	.0688	.1191	.2281	.20
5	.1362	.1972	.2024-	.2484	.4120-	.0541	.33
6	.3369-	.3471	.3571	.1113-	.0944-	.0923	.39
7	.4342	.0774	.1186	.1436	.2348-	.1313-	.30
8	.2446	.2563	.1754	.1990	.1991-	.1392-	.25
9	.3609-	.0681	.2783	.1173	.1765-	.2709-	.33
10	.4205-	.2354	.1706-	.2580	.2848	.1115	.42
11	.3154-	.0768	.2043-	.2073	.2041-	.1949-	.27
12	.5433	.3406	.1008	.1116-	.1725-	.1679	.49
13	.3259	.0859	.1341	.1069-	.2343	.1979	.24
14	.1720-	.3961	.3126-	.2991-	.1964-	.1394-	.43
15	.5299	.2104	.0863-	.0308	.0973	.1614	.37
16	.4767	.3605	.1273	.1485-	.1688	.1680-	.45
17	.4934-	.1803	.1212-	.1651	.1181-	.2558	.40
18	.3540-	.1322-	.2513-	.2581	.0629	.1347	.29
19	.2397-	.0487	.2848	.2316	.2821	.1329-	.29
20	.4052	.3062	.0953	.1019	.2169	.1255-	.34
21	.4072-	.2955	.1421	.1975-	.0943	.0747-	.33
22	.0905	.4652	.0435-	.1675-	.3238	.1784-	.39
23	.0516-	.1356	.2654-	.2524-	.0816-	.0671-	.17
24	.3785	.1368	.4180-	.2680	.2179	.0907-	.46
25	.2680	.4760	.1652-	.0907-	.0804-	.1477	.36
26	.1904-	.1293	.2869-	.0343	.2920	.2011-	.26
27	.2062	.2777-	.1793	.3135	.1470	.2550	.34
28	.3202-	.2896	.1778	.2954-	.1021	.2398	.37
*29	.0312	.0193	.0130	.0111	.0107	.0085	9.38

*These values are the sums of the squared loadings on each factor and, in the case of the last column, the sum of the communalities. The p roportion of the total variance which each of these sums represents can be obtained by dividing the sum by the number of items included in the analysis.

APPENDIX IV A 6
F Scale
Item Loadings, Centroid Analysis, After Rotation of Factors 1-5, Haverford Freshmen Class of 1968

Variable Number	Factor						
	1	2	3	4	5	6	h^2
1	.1295	.3134	.3241	.1650	.2014-	.2079-	.33
2	.0937	.4616	.1279	.1855	.0526-	.0395-	.28
3.	.5063	.0382-	.0775-	.0542	.0259-	.1302	.28
4	.0681-	.0814	.0319-	.3840	.1127-	.1514	.20
5	.2471	.0623-	.0939-	.1345	.4152-	.2624-	.33
6	.0219	.6255	.0001-	.0001-	.0001-	.0001	.39
7	.3947	.1468-	.0484	.1424-	.0224-	.3186-	.30
8	.3233	.0736	.0277	.0099-	.0033-	.3799-	.26
9	.2466-	.3658	.0382-	.1523-	.0199-	.3334-	.33
10	.3204-	.1988	.0318	.5277	.0000	.0000	.42
11	.2659-	.0704	.2148-	.1268	.2419-	.2712-	.27
12	.7015	.0000	.0001-	.0001-	.0001-	.0001	.49
13	.3205	.0496-	.1851	.0533	.2389	.1947	.24
14	.0768	.1937	.5938-	.1426	.1148-	.0472	.43
15	.5104	.2323-	.0737	.1940	.1009	.0393	.37
16	.5049	.0254-	.1139-	.0457	.4163	.0930-	.45
17	.2483-	.3318	.0003	.3085	.3587-	.0455	.40
18	.3991-	.0479-	.0805	.2641	.2368-	.0326	.29
19	.2591-	.2248	.2226	.1028	.2736	.1983-	.29
20	.3769	.0764-	.0408	.1785	.3471	.1963-	.34
21	.1613-	.4806	.1945-	.0820	.1482	.0609	.33
22	.1942	.1326	.2705-	.2892	.4237	.0000-	.39
23	.0318	.0023-	.3786-	.0490	.0581-	.1275	.17
24	.1819	.4672-	.0775-	.4152	.1032	.1558-	.46
25	.4848	.0587	.2022-	.2802	.0513-	.0442	.36
26	.2513-	.0605-	.2399-	.3190	.1888	.0239-	.26
27	.0257	.2042-	.5426	.0000	.0000	.0000	.34
28	.0026-	.5078	.0503-	.0987	.0682	.3141	.37
*29	.0279	.0196	.0131	.0129	.0118	.0086	9.38

* These values are the sums of the squared loadings on each factor and, in the case of the last column, the sum of the communalities. The proportion of the total variance which each of these sums represents can be obtained by dividing the sum by the number of items included in the analysis.

APPENDIX IV A 7
F Scale
Item Loadings, Centroid Analysis, Unrotated Factors
Haverford Freshmen Class of 1969

Variable Number	Factor							
	1	2	3	4	5	6	7	h^2
1	.2557	.0917	.0608	.2746	.1148-	.1238	.3344-	.29
2	.2900	.2007-	.4025	.2887	.2320-	.1235	.0970	.45
3	.1588	.5295	.1481-	.0345-	.0953	.0910-	.0296-	.35
4	.3859	.1425-	.2711-	.0806	.1403	.2187	.1375-	.34
5	.3295	.1514-	.4123-	.1394	.1281	.2793-	.1129-	.43
6	.3646	.3806-	.1740	.1643	.0749	.1759	.3198-	.47
7	.2526	.4499	.1768	.1980	.1619-	.2525-	.1147-	.44
8	.2404	.5168	.1860	.0960	.1296-	.0376	.0785	.39
9	.2333	.4565-	.1792	.2279-	.1919-	.0679-	.0479	.39
10	.3099	.5036-	.1573-	.0962-	.1881-	.1989	.2231	.51
11	.2652	.1211	.4047	.1199-	.1065	.0469	.1099	.29
12	.2595	.5507	.1340	.2158-	.3065	.1299-	.1663	.57
13	.2980	.2313-	.1610	.2397	.2385	.2319-	.1718	.37
14	.3916	.4522	.1809-	.2206	.0682	.0679	.1952	.49
15	.2564	.5552	.1890-	.0780-	.1664	.1227	.1178-	.47
16	.2821	.5828-	.1622	.1686-	.1828-	.0584	.0892	.52
17	.0805	.4955-	.1304	.1503	.1350-	.2822-	.2220	.44
18	.2996	.2213	.2077	.0820-	.2249	.2958	.1147	.34
19	.4346	.4795-	.0379	.3145-	.1908	.1528	.0708	.58
20	.2484	.2337-	.1593	.2998-	.1935	.3098-	.2906-	.45
21	.1456	.4036	.1988-	.2141-	.2218-	.1861-	.1263	.37
22	.3425	.2127	.2848-	.2750	.1375	.0449-	.2783	.42
23	.3044	.1928-	.6027-	.0562	.1930	.0703	.0243	.54
24	.2224	.2847	.1404-	.2995-	.3999-	.0583-	.3411-	.52
25	.2880	.3434-	.0692	.0530	.1468-	.3313	.0576	.34
*26	.0207	.0370	.0148	.0096	.0089	.0084	.0082	10.76

* These values are the sums of the squared loadings on each factor and, in the case of the last column, the sum of the communalities. The proportion of the total variance which each of these sums represents can be obtained by dividing the sum by the number of items included in the analysis.

APPENDIX IV A 8
F Scale
Item Loadings, Centroid Analysis, After Rotation of Factors 1 and 6, Haverford Freshmen Class of 1969

Variable Number	Factor 1	2	3	4	5	6	7	h^2
1	.1101	.1901	.1659	.2459	.1445-	.0688-	.3526-	.29
2	.1144-	.0613-	.5266	.2978	.2264-	.1186	.0068	.45
3	.1061	.5474	.1554-	.0483-	.0819	.0478-	.0228	.35
4	.3732	.0316	.1289	.0386-	.0310	.2799	.3129-	.34
5	.6543	.0000-	.0000-	.0000-	.0000-	.0001-	.0001	.43
6	.1918	.1937-	.4830	.1117	.0228	.0271	.3907-	.47
7	.0498	.5143	.1481	.2178	.1462-	.2755-	.0786	.44
8	.1503-	.5700	.1249	.1270	.1021-	.0132	.0575	.39
9	.0447	.3174-	.4206	.2532-	.2029-	.0042-	.0750	.39
10	.1911	.3283-	.2654	.2023-	.2730-	.4223	.0000	.51
11	.1931-	.2207	.4103	.0724-	.1485	.0220	.0816	.29
12	.0404-	.6087	.0929	.1854-	.3313	.0184-	.2197	.57
13	.2693	.0858-	.3821	.2024	.1936	.0487	.2432	.37
14	.2043	.5744	.0060	.1532	.0019	.2949	.0664	.49
15	.1038	.6115	.1239-	.1107-	.1360	.0770	.1888-	.47
16	.0626	.4118-	.4823	.2147-	.2137-	.1436	.0166	.52
17	.1607	.4167-	.2964	.1243	.1584-	.0141-	.3328	.44
18	.1506-	.3261	.2723	.0704-	.2317	.2638	.0918-	.34
19	.1990	.2543-	.4719	.3946-	.1252	.2805	.0838-	.58
20	.2352	.1087-	.3480	.3137-	.1849	.3560-	.0440-	.45
21	.0739	.4275	.1585-	.2384-	.2315-	.0390-	.2097	.37
22	.3596	.3362	.0211-	.1778	.0420	.3302	.1804	.42
23	.5934	.0481-	.1299-	.1149-	.0380	.3705	.1263-	.54
24	.0763	.3515	.0302-	.3298-	.4081-	.2493-	.2277-	.52
25	.0121	.1918-	.3498	.0017-	.1921-	.3355	.1853-	.34
*26	.0151	.0329	.0211	.0098	.0085	.0117	.0085	10.76

* These values are the sums of the squared loadings on each factor and, in the case of the last column, the sum of the communalities. The proportion of the total variance which each of these sums represents can be obtained by dividing the sum by the number of items included in the analysis.

APPENDIX IV A 9
F Scale
Item Loadings, Centroid Analysis, Unrotated Factors
Pooled Data for Common Items

Variable Number	Factor 1	2	3	4	5	6	7	h²
1	.2840	.0296	.3195-	.2374	.1325-	.2552-	.1219-	.34
2	.2595	.2796	.3461-	.0764	.0865	.0981-	.0382	.29
3	.2977	.4243-	.0852	.0478-	.1152	.0596-	.0244	.30
4	.3023	.2081	.2004	.1283	.1592-	.1674-	.1102	.26
5	.3162	.4579	.2013-	.1568-	.0669	.1925-	.1579-	.44
6	.1814	.4067-	.2662-	.1404	.1223	.0362	.1663-	.33
7	.2863	.3519-	.2364-	.1799	.0279	.0567	.1875-	.33
8	.0663	.4061	.2108-	.0694-	.1017-	.2637	.1697-	.33
9	.2446	.4714	.1260	.1179	.2448-	.1355	.1201	.40
10	.3434	.5113-	.0421-	.2143-	.3305	.0842	.1389	.56
11	.2432	.2537	.3045	.2096	.4102	.0478	.3182-	.53
12	.3650	.4511-	.0616	.1463	.1926	.0910-	.2230	.46
13	.3726	.4788-	.1530	.1655-	.0912-	.1455-	.1776-	.48
14	.1574	.5685	.1436-	.1054	.0548	.2230	.1973	.47
15	.0905-	.4125	.0674-	.2618	.0662	.1719	.1614	.31
16	.3050	.4741	.0573	.2369-	.0898	.0490	.0863	.40
17	.1766	.1423	.1300	.3041-	.0893	.3045	.0634	.27
18	.1825	.3867-	.1812	.1859	.2023-	.2935	.0888	.39
19	.4097	.1876-	.2153	.2195	.1060	.1089-	.0307	.32
20	.1615	.1878	.4793	.0779	.2381-	.0979-	.1047	.37
21	.1146	.2552-	.2556-	.1353-	.4453-	.1560	.2580	.45
22	.2470	.3898	.0736-	.1011-	.0913	.2289-	.1913	.33
*23	.0151	.0312	.0104	.0066	.0082	.0063	.0056	8.35

* These values are the sums of the squared loadings on each factor and, in the case of the last column, the sum of the communalities. The proportion of the total variance which each of these sums represents can be obtained by dividing the sum by the number of items included in the analysis.

APPENDIX IV A 10
F Scale
Item Loadings, Centroid Analysis, After Rotations of Factors 1 and 4, Pooled Data for Common Items

Variable Number	Factor 1	 2	 3	 4	 5	 6	 7	 h^2
1	.2148	.1366-	.4006-	.2756-	.0382-	.0940-	.1617-	.34
2	.1657	.0832	.4822-	.0307	.1349-	.0609-	.0010	.29
3	.0138	.5183-	.0726	.0836	.0715-	.0954-	.0185	.30
4	.5070	.0000	.0000	.0000	.0000	.0000	.0000	.26
5	.2658	.1979	.4260-	.2424	.0113-	.1948-	.2310-	.44
6	.2152-	.4379-	.1948-	.1390-	.1534-	.0210	.1170-	.33
7	.0899-	.4522-	.2249-	.1413-	.1152-	.0955	.1665-	.33
8	.0134	.2969	.3216-	.1606	.1025	.2562	.1835-	.33
9	.4778	.2496	.1141-	.0997	.0682	.2943	.0126	.40
10	.1774-	.6159-	.0336-	.3046	.1405-	.0977-	.1697	.56
11	.2092	.0711	.1023	.2475	.5107-	.0652	.3830-	.53
12	.1119	.5785-	.0326	.0096-	.2487-	.0716-	.2041	.46
13	.0824	.6057-	.1173	.0727	.1551	.1479-	.2034-	.48
14	.2493	.3790	.3427-	.1930	.1479-	.2641	.1389	.47
15	.1126	.3911	.1355-	.0371-	.2180-	.2418	.1419	.31
16	.3138	.2176	.1989-	.4581	.0000	.0000-	.0000-	.40
17	.0234	.0171	.0057	.4790	.0683	.1706	.0404	.27
18	.0548	.4220-	.1921	.0973-	.0532	.3849	.0828	.39
19	.3175	.3868-	.0782	.0073	.2520-	.0046-	.0396-	.32
20	.5128	.0631	.3059	.0360	.0899	.0680	.0084-	.37
21	.0275-	.2752-	.2003-	.1095-	.4595	.1894	.2751	.45
22	.3413	.1810	.2681-	.2044	.0599-	.2168-	.1118	.33
* 23	.0144	.0275	.0124	.0092	.0081	.0066	.0055	8.36

* These values are the sums of the squared loadings on each factor and, in the case of the last column, the sum of the communalities. The proportion of the total variance which each of these sums represents can be obtained by dividing the sum by the number of items included in the analysis.

APPENDIX IV A 11

The F-Scale
Lists of Items Loadings Above Criterion on Rotated Centroid Factors Used in Further Analysis

Factor 1

Factor Loading	Item
.68	Human nature is fundamentally cooperative (added to Class of '69 only) (5)
.51	Wars and intergroup conflict are not necessarily expressions of human nature; they can be eliminated or drastically reduced (20)
.51	In a small group there should be no real leaders. Everyone should have an equal say (4)
.48	Our country would be better off if we paid more attention to intelligence and humanitarianism and less to toughness and aggressiveness in selecting political leaders (9)
.34	The most effective way to reduce crime and juvenile delinquency in our society is to improve the lot of the underprivileged (22)
.32	No weakness or difficulty can hold us back if we have enough will power (19)
.31	Governments ought to be more willing than they are to apply social science findings to the solution of social problems (16)

Factor 1

Factor Loading	Item
.39	Insults to our honor are often not big enough to bother about (15)
.38	People ought to pay more attention to new ideas even if they go against the American way of life (14)

APPENDIX IV A 11 (cont'd)

Factor 2 (cont'd)

Factor Loading	Item
-.61	Any real man would fight to defend his property (10)
-.61	The worst dangers in the last 50 years to our American heritage have come from foreign ideas and agitators (13)
-.58	Obedience and respect for authority are the most important virtues children can learn (12)
-.52	It is right for a person to feel that his country or religion is better than others (3)
-.45	Inherited race is more important than most people are willing to admit (7)
-.44	Sex crimes, such as rape or attacks on small children, deserve more than imprisonment; such criminals should be publicly whipped or worse (6)
-.42	Books and movies ought not to deal with the unpleasant and seamy side of life; they ought to concentrate on themes that are entertaining or uplifting (18)
-.39	No weakness or difficulty can hold us back if we have enough will power (19)

Factor 3

.31	Wars and intergroup conflict are not necessarily expressions of human nature; they can be eliminated or drastically reduced (20)
-.48	If it weren't for the rebellious ideas of youth, there would be less progress (2)
-.43	Books and movies ought to give a more realistic picture of life even if they show that evil sometimes triumphs over good (5)
-.40	Science has its place but there are many important things that can never be understood by the human mind (1
-.34	People ought to pay more attention to new ideas even if they against the American way of life (14)
-.32	One of the most importantvirtues children should learn i when to disobey authority (8)

APPENDIX IV B 1

List of Correspondences Among Item Numbers on Forms and Analyses of College Goals Items

Summer 1964 Part II*	Summer 1965 Part II*	Common Item Analysis
1	-	-
2	1	1
3	-	-
4	3	2
5	4	3
6	6	4
7	7	5
8	-	-
9	9	6
10	10	7
11	-	-
12	12	8
13	13	9
14	14	10
15	-	-
16	16	11
17	17	12
18	-	-
19	19	13
20	20	14
21	21	15
22	22	16
23	23	17
24	24	18
25	-	-
26	26	19
27	27	20
28	28	21
29	29	22
	2	
	5	
	8	
	11	
	15	
	18	
	25	

* Item number and factor analysis variable number are the same in this analysis.

7

APPENDIX IV B2

Item Statistics - College Goals Items
Haverford Freshmen, Class of 1968, Summer 1964

Item Number	Mean Rating	Standard Deviation	Variance	Sum of Ratings	Sum of Sq. Ratings	N
1	3.3770	1.2760	1.62832572	412	1590	122
2	4.7869	1.3803	1.90540177	584	3028	122
3	5.1721	1.1065	1.22446923	631	3413	122
4	4.1885	1.3202	1.74314701	511	2353	122
5	4.3197	1.2562	1.57813760	527	2469	122
6	3.5574	1.2997	1.68933083	434	1750	122
7	4.0164	1.4024	1.96694437	490	2208	122
8	1.7377	1.1928	1.42300457	212	542	122
9	2.1721	1.4411	2.07692825	265	829	122
10	3.2869	1.3818	1.90950013	401	1551	122
11	4.2869	1.2705	1.61441817	523	2439	122
12	4.5656	1.2280	1.50799517	557	2727	122
13	4.7787	1.3337	1.77889008	583	3003	122
14	5.3279	.8142	.66299382	650	3544	122
15	3.8934	1.3598	1.84930126	475	2075	122
16	3.1557	1.1666	1.36099167	385	1381	122
17	3.0000	1.3670	1.86885246	366	1326	122
18	5.2295	.7974	.63585058	638	3414	122
19	4.0902	1.4315	2.04924751	499	2291	122
20	5.3197	1.0422	1.08633432	649	3585	122
21	5.0984	.9616	.92475141	622	3284	122
22	3.0738	1.3680	1.87160709	375	1381	122
23	3.4672	1.6505	2.72433486	423	1799	122
24	4.0246	1.2444	1.54857565	491	2165	122
25	3.3361	1.5713	2.46902715	407	1659	122
26	4.7459	1.1912	1.41904058	579	2921	122
27	1.6967	1.0393	1.08015318	207	483	122
28	3.3934	1.5447	2.38618650	414	1696	122
29	4.5328	1.3681	1.87187584	553	2735	122

APPENDIX IV B 3

Item Statistics - College Goals Items
Haverford Freshmen, Class of 1969, Summer 1965

Item Number	Mean Rating	Standard Deviation	Variance	Sum of Ratings	Sum of Sq. Ratings	N
1	4.5714	1.3001	1.69027611	544	2688	119
2	4.3109	1.3456	1.81088906	513	2427	119
3	4.1345	1.4256	2.03234235	492	2276	119
4	3.8571	1.3111	1.71908764	459	1975	119
5	3.5462	1.4473	2.09460335	422	1746	119
6	3.1176	1.1608	1.34750371	371	1317	119
7	3.8908	1.5706	2.46705741	463	2095	119
8	2.9496	1.5165	2.29997882	351	1309	119
9	1.8739	1.2935	1.67318692	223	617	119
10	3.1513	1.4930	2.22922110	375	1447	119
11	4.0084	1.5366	2.36127392	477	2193	119
12	4.3697	1.2425	1.54395876	520	2456	119
13	4.5630	1.4874	2.21241438	543	2741	119
14	4.9412	1.1616	1.34948097	588	3066	119
15	4.7983	1.4585	2.12739213	571	2993	119
16	3.0000	1.4667	2.15126050	357	1327	119
17	2.8067	1.3110	1.71894641	334	1142	119
18	3.3697	1.3894	1.93051339	401	1581	119
19	3.8319	1.4685	2.15662735	456	2004	119
20	4.8908	1.1507	1.32420027	582	3004	119
21	4.7983	1.2270	1.50554339	571	2919	119
22	3.2773	1.4489	2.09956924	390	1528	119
23	2.9412	1.6917	2.86208601	350	1370	119
24	3.8824	1.3040	1.70044488	462	1996	119
25	2.6723	1.5345	2.35477721	318	1130	119
26	4.4706	1.2010	1.44241226	532	2550	119
27	1.5546	.9675	.93609209	185	399	119
28	3.1176	1.5750	2.49036085	371	1453	119
29	4.3277	1.5508	2.40519737	515	2515	119

APPENDIX IV B 4

College Goals
Item Statistics, Haverford Freshmen, Pooled Data, Classes of 1968 and 1969

Item Number	Mean Rating	Standard Deviation	Variance	Sum of Ratings	Sum of Sq. Ratings	N
1	4.6805	1.3456	1.81078149	1128	5716	241
2	4.1618	1.3735	1.88667551	1003	4629	241
3	4.0913	1.3043	1.70121037	986	4444	241
4	3.3402	1.2525	1.56887795	805	3067	241
5	3.9544	1.4892	2.21783371	953	4303	241
6	2.0249	1.3783	1.89979511	488	1446	241
7	3.2199	1.4394	2.07196845	776	2998	241
8	4.4689	1.2390	1.53533858	1077	5183	241
9	4.6722	1.4158	2.00457981	1126	5744	241
10	5.1369	1.0194	1.03934161	1238	6610	241
11	3.0788	1.3256	1.75727002	742	2708	241
12	2.9046	1.3431	1.80417004	700	2468	241
13	3.9627	1.4556	2.11893734	955	4295	241
14	5.1079	1.1179	1.24977187	1231	6589	241
15	4.9502	1.1108	1.23403523	1193	6203	241
16	3.1743	1.4122	1.99452489	765	2909	241
17	3.2075	1.6916	2.86152098	773	3169	241
18	3.9544	1.2761	1.62862210	953	4161	241
19	4.6100	1.2039	1.44952738	1111	5471	241
20	1.6266	1.0070	1.01406656	392	882	241
21	3.2573	1.5673	2.45663814	785	3149	241
22	4.4315	1.4648	2.14572752	1068	5250	241

APPENDIX IV B 5
College Goals
Item Loadings, Centroid Analysis, Unrotated Factors
Haverford Freshmen Class of 1968

Variable Number	Factor 1	 2	 3	 4	 5	 6	 7	 h^2
1	.3500	.0456	.2752	.2463	.2150-	.2397-	.1488-	.39
2	.3924	.2716	.0850-	.0398-	.1498-	.0924-	.1908	.30
3	.2354	.0882-	.1926-	.2115	.1147	.3304	.1722	.30
4	.3903	.0453-	.3022	.2337-	.2553	.1773-	.0964	.41
5	.3816	.3718	.1155-	.0394	.2071-	.1059-	.1489	.38
6	.5094	.3191-	.1481-	.2097	.3158-	.1007	.0824-	.54
7	.4199	.1853	.1725	.2471-	.0847	.2329-	.1713	.39
8	.3432	.0952-	.1467-	.1240	.0578	.1867-	.1502	.22
9	.2883	.3119-	.2241	.2405	.1074-	.0950	.2511-	.37
10	.4546	.3534-	.2126	.3864	.2658-	.1318	.0769	.62
11	.5134	.0878-	.2168	.1860	.1303-	.1463-	.1243	.41
12	.3313	.3992	.0338	.2254-	.1693-	.0463	.1930	.39
13	.3662	.3013-	.1839	.1972-	.0878	.1473	.2786	.40
14	.3210	.5481	.1637-	.1064	.0948	.2251	.1509	.52
15	.2700	.1399	.1436-	.2837	.1680	.2449-	.0695	.29
16	.5054	.0761	.3134	.2154	.2746	.3113-	.2216-	.63
17	.3609	.2337-	.3042	.1311	.2637-	.1029	.1074-	.39
18	.2565	.2634	.2686	.1088-	.1402	.2375	.1364-	.31
19	.4743	.3046-	.2273	.2556-	.0933-	.1119	.0581	.46
20	.1940	.3107	.2696-	.1005-	.1937-	.1683	.1813	.32
21	.4525	.1383-	.1397	.0948	.2260	.1333	.0408	.32
22	.4568	.2117-	.3326-	.0305-	.0980-	.1860-	.0407	.41
23	.4940	.2065-	.3968-	.4131-	.1958	.0667-	.3200-	.76
24	.4019	.2946	.2412-	.1204-	.2210-	.2462	.3145-	.53
25	.4889	.1156-	.3442-	.4193-	.1363	.1563-	.1950-	.63
26	.4782	.2357	.0701	.2101-	.1621	.1909	.1216-	.41
27	.3943	.2759-	.1226-	.1033-	.1393-	.1400-	.0346-	.30
28	.4404	.2997-	.1045-	.0784	.3233	.0504	.1052	.42
29	.2271	.2423	.1586-	.1884	.2385	.1574	.1666-	.28
* 30	.0456	.0198	.0143	.0132	.0106	.0093	.0082	12.09

* These values are the sums of the squared loadings on each factor and, in the case of the last column, the sum of the communalities. The proportion of the total variance which each of these sums represents can be obtained by dividing the sum by the number of items included in the analysis.

APPENDIX IV B 6
College Goals
Item Loadings, Centroid Analysis, After Rotation of Factors 1-6, Class of 1968

Variable Number	Factor							
	1	2	3	4	5	6	7	h^2
1	.3948	.0476	.0132-	.1608	.4084-	.1797-	.0627	.39
2	.1159	.3901	.1119	.1144	.1981-	.1797	.2034	.30
3	.2608	.2778	.0823	.1440-	.3528	.0000	.0000	.30
4	.1062	.0392	.2447	.5778	.0000	.0000	.0000	.41
5	.1084	.4591	.0593	.0421	.2841-	.1341	.2213	.38
6	.6158	.0489	.3114	.2258-	.0807-	.0625	.0644	.54
7	.0339	.2273	.2013	.4904	.1665-	.1222	.1270	.39
8	.2262	.1225	.2043	.0841	.0475	.0512-	.3239	.22
9	.5126	.1378-	.1104	.0109-	.0768-	.1865-	.1933-	.37
10	.7876	.0000	.0000	.0000	.0000	.0000	.0000	.62
11	.5175	.1261	.0814	.2621	.1548-	.0098-	.1551	.41
12	.0055-	.4412	.0578	.1914	.2287-	.3201	.0000	.30
13	.3220	.0066-	.2103	.3395	.2606	.2646	.0615-	.40
14	.0322-	.7233	.0001	.0001-	.0000	.0000	.0000	.52
15	.1026	.2651	.0781	.0726	.0204-	.2787-	.3414	.29
16	.2817	.1492	.1991	.4465	.2232-	.4859-	.0417	.63
17	.5557	.0666-	.0597	.0795	.1697-	.0338	.1832-	.39
18	.0282	.3019	.0672	.2496	.0774-	.0549-	.3827-	.31
19	.4025	.0567-	.3288	.2916	.0075	.2730	.1632-	.46
20	.0384-	.4312	.0683	.1519-	.0671-	.3029	.0684	.32
21	.3578	.1740	.2177	.2475	.1846	.1207-	.0874-	.32
22	.2601	.0625	.4631	.0639-	.0407-	.0888	.3342	.41
23	.0404-	.0282	.8708	.0000-	.0001-	.0001-	.0001	.76
24	.0606	.4234	.3615	.2479-	.3047-	.0688	.2320-	.53
25	.0557-	.0717	.7704	.0837	.0666-	.0723	.0975	.63
26	.0516	.4019	.3395	.2388	.0681-	.0078	.2649-	.41
27	.2879	.0778-	.4023	.0234	.0922-	.1162	.1558	.30
28	.3088	.0973	.3731	.1584	.2498	.1254-	.1101	.42
29	.0016	.3937	.1447	.0836-	.0554	.2952-	.0863-	.28
*30	.0290	.0219	.0268	.0152	.0096	.0095	.0091	12.10

* These values are the sums of the squared loadings on each factor and, in the case of the last column, the sum of the communalities. The proportion of the total variance which each of these sums represents can be obtained by dividing the sum by the number of items included in the analysis.

APPENDIX IV B 7
College Goals
Item Loadings, Centroid Analysis, Unrotated Factors, Class of 1969

Variable Number	Factor 1	2	3	4	5	6	7	8	9	h^2
1	.3753	.1282	.3726-	.0401-	.1642	.0627	.1883-	.1854-	.0534	.49
2	.4111	.2096	.1623-	.3381-	.1523	.1712	.1668-	.1039-	.1437	.47
3	.4059	.0504	.0330-	.2684	.1310	.2067-	.2202	.1968-	.1649-	.41
4	.4539	.2624	.1706	.2578	.0879	.1905-	.1699	.1996-	.0552	.49
5	.5243	.3537-	.1876	.1228	.2101	.1326	.1581-	.2305-	.1599-	.62
6	.4190	.3362-	.1120	.1097-	.1781	.2019	.1852	.2892-	.0326-	.50
7	.3926	.2082	.1228	.3936	.0618	.1551	.0901	.1123	.0365	.42
8	.3222	.4618	.1993	.1271-	.1055-	.1375	.0530-	.1637	.1863-	.47
9	.3353	.2231-	.0618-	.1371-	.4224-	.2705-	.0522	.1709-	.0474-	.47
10	.5351	.3081-	.2523	.1307-	.0320-	.0639-	.1211-	.0426-	.1246	.50
11	.6474	.3649-	.1143	.0859-	.0425	.1364	.2863-	.0938-	.0579	.69
12	.4196	.1271	.1792	.2272	.1467-	.0947	.2244-	.1036-	.1772	.40
13	.5005	.3993-	.3898-	.1974	.1878	.1491-	.0681-	.0924	.1355-	.69
14	.4203	.2177	.1895	.1970-	.1641	.2196-	.2460-	.2159	.0749	.49
15	.3379	.3156	.1626-	.3355-	.0914	.0440-	.2102-	.0588	.2576-	.48
16	.5155	.1258	.1808	.1372	.2096-	.0701-	.0376	.0750-	.1538-	.41
17	.5525	.2499-	.1231	.0860-	.1221	.2271-	.0494	.0747	.1530	.49
18	.5554	.1661-	.1640	.2911-	.2904-	.1059-	.1875	.1207-	.0608	.60
19	.5525	.1562-	.1359	.1912	.1923-	.0736-	.1653-	.1477	.2057	.52
20	.3244	.4635	.1732-	.2589-	.0816-	.1763-	.1544-	.0850-	.1579-	.51
21	.4616	.2342-	.3666-	.3308	.1742	.0554-	.0837	.1256	.1855	.60
22	.4777	.0961-	.1654	.1971-	.1400	.1363	.1469	.1056	.2939-	.46
23	.4866	.3350	.1982	.0506-	.1221-	.0955	.2191	.1591	.1172-	.50
24	.3975	.3290	.3157	.0721-	.0716	.1025-	.1507	.1920	.1782	.48
25	.5191	.1260	.1164-	.1195-	.1920-	.1147	.1427	.1085	.1326	.41
26	.4353	.2516	.1089-	.3189	.1774-	.1126	.0482-	.1301-	.1494	.45
27	.3433	.3054-	.0930-	.0533	.1657-	.2403	.1030	.1267	.1336-	.35
28	.4555	.5058-	.2783-	.1299	.0682	.0479	.0277-	.3025	.0455	.66
29	.2822	.1139	.3537-	.1031-	.1399	.1736	.2396	.0658	.2527	.40
*30	.0591	.0230	.0129	.0125	.0082	.0065	.0075	.0069	.0067	14.33

* These values are the sums of the squared loadings on each factor and, in the case of the last column, the sum of the communalities. The proportion of the total variance which each of these sums represents can be obtained by dividing the sum by the number of items included in the analysis.

APPENDIX IV B 8
College Goals
Item Loadings, Centroid Analysis, After Rotation of Factors 1-5, Class of 1969

Variable Number	Factor 1	2	3	4	5	6	7	8	9	h^2
1	.1425	.3265	.3272	.2299	.1822-	.0952-	.0344-	.1741-	.1857	.40
2	.2625	.2057	.4370	.0190	.0015-	.2215-	.0798	.1136-	.3080	.47
3	.1821	.2959	.0383	.2058	.0925	.1136	.0293-	.3392-	.3367-	.42
4	.2488	.4230	.0137	.0121-	.3005	.0948	.1048-	.3188-	.1835-	.49
5	.5875	.0829	.0059-	.1080	.2150-	.2693-	.1682-	.1715-	.2764-	.62
6	.4783	.0184-	.0541-	.0940	.0982-	.3059-	.1979	.3199-	.1395-	.51
7	.1452	.4675	.0549-	.0786	.2679	.1798-	.0998-	.0657	.2248-	.42
8	.0962	.2549	.4193	.2883-	.2615	.1024-	.0410	.1679	.1601-	.47
9	.3912	.0713	.0206	.0407-	.2057-	.4195	.2921	.0438-	.0717-	.47
10	.7068	.0001-	.0000	.0001-	.0001-	.0001	.0001-	.0000-	.0000	.50
11	.7575	.1067	.0868	.0937	.2121-	.1949-	.0528-	.0323	.0000-	.69
12	.3586	.4550	.0418-	.1648-	.0155	.0445-	.1642-	.0711	.0191	.40
13	.3649	.1298	.0983	.6613	.2322-	.0679	.0484-	.0019-	.1810-	.69
14	.3827	.0510	.3989	.0129-	.3190	.0668	.2373-	.0829	.0976	.49
15	.1092	.0255	.6756	.0001	.0000-	.0001	.0000	.0000	.0001-	.48
16	.3618	.3613	.1122	.1303-	.0838	.1208	.0442	.0185-	.3131-	.41
17	.6168	.0004	.0372	.2405	.1884	.0880	.0117	.0747-	.0088-	.49
18	.6145	.0688	.0719	.1149-	.0602	.1697	.3917	.0909-	.0503-	.60
19	.5713	.3067	.0954-	.0861	.0625	.1146	.0774-	.2426	.0199-	.52
20	.0529	.2684	.6045	.1221-	.0286	.2056	.0340	.0950-	.0548	.51
21	.2679	.3285	.1029-	.6424	.0000	.0001	.0000	.0000	.0000	.60
22	.3977	.0550-	.2813	.0712	.1246	.2373-	.1772	.0213-	.3351-	.46
23	.2320	.3135	.2634	.1417-	.3731	.0659-	.2197	.0770	.2512-	.50
24	.2840	.1878	.1584	.1034-	.5717	.0000	.0000-	.0000-	.0000-	.48
25	.3098	.3494	.1878	.0708	.1477	.0148-	.3448	.1033	.0595	.41
26	.1626	.6529	.0000	.0001-	.0001-	.0000	.0000-	.0000	.0000	.45
27	.2872	.1046	.0444-	.1926	.1607-	.1375-	.2840	.2055	.2292-	.35
28	.4295	.0539	.0593-	.6049	.1410-	.0643-	.0900	.2562	.0686-	.66
29	.0346	.2515	.1323	.3287	.1531	.1806-	.3039	.0833-	.2420	.40
*30	.0441	.0214	.0175	.0176	.0119	.0074	.0081	.0065	.0089	14.35

* These values are the sums of the squared loadings on each factor and, in the case of the last column, the sum of the communalities. The proportion of the total variance which each of these sums represents can be obtained by dividing the sum by the number of items included in the analysis.

APPENDIX IV B 9

College Goals

Item Loadings, Centroid Analysis, Unrotated Factors, Pooled Data for Common Items

Variable Number	Factor 1	2	3	4	5	6	7	h^2
1	.3561	.1748-	.1000	.0616	.1603	.0828-	.1712-	.23
2	.4185	.0510-	.3417	.2006-	.0957-	.0360	.0403	.35
3	.4500	.3338-	.0829-	.1136-	.0606	.0814	.1510-	.37
4	.4764	.3197	.3233-	.1073-	.1042-	.1189	.2773-	.55
5	.4452	.2576-	.3097	.2309-	.1113-	.1044-	.0870-	.44
6	.3058	.2836	.1064-	.1116-	.0921	.1738	.2259	.29
7	.4906	.3810	.1327-	.1934-	.2516	.1926	.1384-	.56
8	.3735	.2894-	.1006	.1252-	.1381	.0551	.1720-	.30
9	.4719	.3239	.3280	.1968	.1140	.0802-	.1211	.51
10	.3723	.3210-	.2176-	.2143	.2213	.1109-	.0427	.40
11	.4852	.0814-	.0968	.2524-	.0543-	.0569	.1568	.35
12	.4848	.2991	.0910-	.1562-	.2273	.1058	.1136	.43
13	.5315	.1876	.1117	.1589-	.1487	.1695-	.1489	.43
14	.2761	.3921-	.2236-	.3018	.1940	.1415-	.0647	.43
15	.4957	.1854	.3036	.2555	.0902-	.1471	.0709	.47
16	.4185	.1237	.2425-	.1336-	.2893-	.2690-	.0841-	.43
17	.4698	.1662-	.1136-	.0831-	.3203-	.2326-	.2598	.49
18	.4149	.3477-	.3814-	.0663	.0359-	.0600	.0960	.46
19	.4790	.2830-	.1347	.1002	.0881-	.2183	.0743	.40
20	.3826	.2811	.0295-	.0566	.1800-	.1405-	.1154-	.29
21	.4830	.3947	.2071	.3043	.2013-	.0848-	.1216-	.59
22	.2424	.1502-	.0385-	.2081	.1633-	.2069	.0467	.20
*23	.0408	.0165	.0098	.0072	.0063	.0046	.0044	8.96

* These values are the sums of the squared loadings on each factor and, in the case of the last column, the sum of the communalities. The proportion of the total variance which each of these sums represents can be obtained by dividing the sum by the number of items included in the analysis.

APPENDIX IV B 10
College Goals
Item Loadings, Centroid Analysis, After Rotation of Factors 1-5, Pooled Data for Common Items

Variable Number	Factor 1	2	3	4	5	6	7	h^2
1	.1751	.2781	.0663	.1991	.0060	.1785-	.2221-	.23
2	.2095	.3765	.1541	.2347-	.1071	.2668-	.0073-	.35
3	.2384	.4166	.2395-	.1595	.0844	.1828-	.1158-	.37
4	.6070	.0280	.1361-	.0001	.3231	.2052	.1150-	.55
5	.1174	.4371	.0561	.1165-	.2103	.3996-	.1397-	.44
6	.4267	.0496	.0675	.0445-	.0019-	.0756	.3015	.29
7	.7488	.0000-	.0001-	.0000-	.0000	.0000	.0001-	.56
8	.2043	.3594	.1198-	.0840	.0239-	.2769-	.1769-	.30
9	.3606	.2137	.5768	.0001	.0001	.0001-	.0000	.51
10	.1018	.3361	.0460-	.5204	.0182	.0413-	.0072	.40
11	.2922	.3780	.0122	.0956-	.1581	.2299-	.1755	.35
12	.6093	.0813	.1029	.0500	.0146	.0460-	.1999	.43
13	.4441	.1663	.2950	.0683	.1619	.2533-	.1479	.43
14	.0401-	.3331	.0450-	.5645	.0000	.0000	.0000	.43
15	.2941	.4177	.4082	.1226-	.0088	.1662	.0496-	.47
16	.2640	.0728	.0008-	.0775	.5913	.0000-	.0000-	.43
17	.0495	.3868	.0476.	.1030	.5061	.0919-	.2516	.49
18	.1312	.4186	.2824-	.3545	.1823	.0729	.1437	.46
19	.1331	.6176	.0000	.0001-	.0001	.0000	.0000	.40
20	.3092	.0663	.2155	.0060-	.3526	.1157	.1045-	.30
21	.3353	.2005	.5017	.0735-	.2615	.2495	.2171-	.59
22	.0253	.3792	.0442-	.0215	.0274	.2241	.0045	.20
*23	.0250	.0224	.0111	.0091	.0105	.0071	.0045	8.97

* These values are the sums of the squared loadings on each factor and, in the case of the last column, the sum of the communalities. The proportion of the total variance which each of these sums represents can be obtained by dividing the sum by the number of items included in the analysis.

APPENDIX IV B 11

Lists of Items Loading Above Criterion on College Goals Factors Used in Further Analyses

Common Goals - Factor 1

Factor Loading	Item*
+.75	Being friendly with a large number of people. (007)
+.61	Becoming a leader in student activities. (012)
+.61	Having a good time participating in collegiate social life. (004)
+.44	Doing well enough in my course work to earn the respect and admiration of my fellow students and the faculty. (013)
+.43	Being a varsity athlete. (006)
+.36	Deciding upon an occupation. (009)
+.34	Learning skills and modes of behavior that will guarantee my future economic well being. (021)
+.31	Raising my social status. (020)

Common Goals - Factor 2

Factor Loading	Item*
+.62	Discovering my intellectual capabilities. (019)
+.44	Becoming a thoughtful intellectual. (005)
+.42	Engaging in many stimulating and enlightening intellectual discussions. (003)
+.42	Becoming well prepared for my future occupation. (015)
+.42	Meeting types of people I have never met before. (018)
+.39	Developing emotional independence from my parents. (017)
+.38	Becoming intensely interested in some intellectual pursuit. (002)

*Numbers in parentheses refer to item numbers in common item factor analysis.

Factor 2 (cont'd)

+.38	Developing a close apprentice-like relationship with faculty member who is well respected in professional field. (011)
+.38	Developing more self-discipline. (022)
+.36	Developing a deep appreciation of literature, art, music and the world of culture in general. (008)
+.34	Developing my understanding of people and the factors that influence their feelings, thoughts and actions. (010)
+.33	Learning more about myself. (014)

Common Goals - Factor 3

Factor Loading	Item*
+.58	Deciding upon an occupation. (009)
+.50	Learning skills that will guarantee my future economic well being. (021)
+.41	Becoming well prepared for my future occupation. (015)

Common Goals - Factor 4

Factor Loading	Item*
+.56	Learning more about myself. (014)
+.52	Developing my understanding of people and the factors that influence their feelings, thoughts and actions. (010)
+.35	Meeting types of people I have never met before. (018)

*Numbers in parentheses refer to item numbers in common item factor analysis.

Common Goals - Factor 5

Factor Loading	Item*
+.59	Developing more skill and confidence in my relationships with women. (016)
+.35	Developing emotional independence from my parents. (017)
+.32	Having a good time participating in collegiate social life. (004)

*Numbers in parentheses refer to item numbers in common item factor analysis.

New Goals Factor - Class 1969

Factor Loading	Item**
+.68	Finding a sense of purpose in life. (015)
+.60	Learning more about myself. (020)
+.44	Clarifying my moral and ethical values. (002)
+.42	Participating in activities aimed at correcting social injustices. (008)
+.40	Developing my understanding of people and the factors that influence their feelings, thoughts and actions. (014)
+.33	Developing well thought out philosophy of life. (001)

**Numbers in parentheses refer to item number on Part II of Summer 1965 questionnaire.

APPENDIX IV C 1

List of Correspondences Among Item Numbers on Forms and Factor Analyses of Rules Items

Summer 1964 Part VIII*	Spring 1965 Part III	Summer 1965 Part VIII*	Common Item Factor Analysis
1	1	1 2	1
2	2		2
3	–	3	–
4	–	4	–
5	–	5	–
6	–	6	–
7	–	–	–
8	3	–	–
9	–	8	–
10	4	–	–
11	5	7	3
12	7	9	4
13	8	10	5
14	9	11	6
15	10	12	7
16	6	13	–
17	11	14	8
18	–	15	–
19	12	16	9
20	–	17	–
21	13	18	10
22	14	19	11
23	15	20	12
24	–	21	–
25	–	22	–
26	16	23	13
27	17	24	14
28	–	25	–
29	18	26	15
30	19	27	16
31	20	28	17
32	21	29	18
		30	

*Item number and factor analysis variable number are the same in this analysis.

APPENDIX IV C 2
College Rules
Item Statistics, Haverford Freshmen Class of 1968, Summer 1964

Item Number	Mean Rating	Standard Deviation	Variance	Sum of Ratings	Sum of Sq. Ratings	N
1	4.4500	1.4482	2.09750000	534	2628	120
2	2.2083	1.1394	1.29826389	265	741	120
3	4.7333	1.3523	1.82888889	568	2908	120
4	2.3333	1.2931	1.67222223	280	854	120
5	2.9167	1.4639	2.14305556	350	1278	120
6	4.0667	1.5638	2.44555555	488	2276	120
7	3.2833	1.8671	3.48638889	394	1712	120
8	5.5583	.8144	.66326389	667	3787	120
9	4.0917	1.6980	2.88326389	491	2355	120
10	2.8500	1.7399	3.02750000	342	1338	120
11	1.6417	1.1090	1.22993056	197	471	120
12	2.1583	1.2110	1.46659722	259	735	120
13	2.6083	1.4393	2.07159722	313	1065	120
14	3.8333	1.2064	1.45555556	460	1938	120
15	5.4167	.7369	.54305555	650	3586	120
16	4.2000	1.3880	1.92666667	504	2348	120
17	2.9250	1.5392	2.36937500	351	1311	120
18	2.6333	1.1827	1.39888889	316	1000	120
19	1.7750	1.0121	1.02437500	213	501	120
20	1.9583	1.0598	1.12326389	235	595	120
21	3.9083	1.3662	1.86659722	469	2057	120
22	4.7750	.9871	.97437500	573	2853	120
23	1.7250	.9216	.84937500	207	459	120
24	2.1583	1.2648	1.59993056	259	751	120
25	2.5667	1.4302	2.04555555	308	1036	120
26	2.3167	1.1830	1.39972223	278	812	120
27	3.7167	1.5926	2.53638889	446	1962	120
28	3.7250	1.6830	2.83270833	447	2005	120
29	3.6500	1.4699	2.16083333	438	1858	120
30	3.9500	1.4540	2.11416667	474	2126	120
31	2.6833	1.4432	2.08305555	322	1114	120
32	3.6583	2.0062	4.02493055	439	2089	120

APPENDIX IV C 3

College Rules
Item Statistics, Haverford Freshmen
Class of 1968, Spring 1965

Item Number	Mean Rating	Standard Deviation	Variance	Sum of Ratings	Sum of Sq. Ratings	N
1	237.9820	63.4135	4021.27895463	26416	6732894	111
2	438.0901	84.6656	7168.28017207	45628	22099124	111
3	172.6756-	104.0970	10836.20112004	19167-	4512493	111
4	503.2431-	116.9975	13688.43632822	55860-	29630584	111
5	313.4865	243.0897	59092.64621378	34797	17467673	111
6	30.3783-	167.7490	28139.74872169	3372-	3225948	111
7	82.2162	19.2468	370.43973704	9126	791424	111
8	51.8738-	31.3098	980.30841653	5758-	407504	111
9	58.8378	40.6626	1653.45118091	6531	567803	111
10	75.2252	42.3691	1795.14747179	8350	827392	111
11	81.5404-	27.5677	759.97808620	9051-	822381	111
12	42.9729-	29.7906	887.48575602	4770-	303492	111
13	29.3693-	395.0972	156101.80050321	3260-	17423044	111
14	85.0180	14.3708	206.52219788	9437	825239	111
15	592.6847	135.9903	18493.36904472	65788	41044304	111
16	149.3694	58.1383	3380.07077348	16580	2851732	111

APPENDIX IV C 4
College Rules
Item Statistics, Haverford Freshmen
Class of 1969, Summer 1965

Item Number	Mean Rating	Standard Deviation	Variance	Sum of Ratings	Sum of Sq. Ratings	N
1	4.6723	1.3291	1.76654192	556	2808	119
2	2.3109	1.2143	1.47475461	275	811	119
3	4.8655	1.1370	1.29284655	579	2971	119
4	2.0252	.8546	.73045689	241	575	119
5	2.7479	1.2245	1.49947038	327	1077	119
6	3.9664	1.4605	2.13332392	472	2126	119
7	1.6555	1.0646	1.13339453	197	461	119
8	3.8403	1.6034	2.57114610	457	2061	119
9	1.8067	.9638	.92903043	215	499	119
10	3.0252	1.3748	1.89012076	360	1314	119
11	4.0336	1.1947	1.42744156	480	2106	119
12	5.5462	.6449	.41593108	660	3710	119
13	4.0336	1.4777	2.18374408	480	2196	119
14	2.6441	1.2987	1.68687159	312	1024	119
15	2.5126	1.1066	1.22463103	299	897	119
16	1.5210	.7653	.58569310	181	345	119
17	1.7479	.9976	.99526870	208	482	119
18	4.1597	1.1809	1.39467552	495	2225	119
19	4.8908	1.0594	1.12251960	582	2980	119
20	1.8151	.8884	.78935103	216	486	119
21	2.0588	1.1397	1.29906080	245	659	119
22	2.4454	1.3639	1.86046183	291	933	119
23	2.2857	1.2240	1.49819928	272	800	119
24	4.0424	1.5370	2.36261132	477	2207	119
25	3.8390	1.6619	2.76220914	453	2065	119
26	3.6639	1.5078	2.27356825	436	1868	119
27	3.8235	1.4415	2.07810183	455	1987	119
28	2.7815	1.3606	1.85142292	331	1141	119
29	3.6471	1.9210	3.69055858	434	2022	119
30	1.7647	.8954	.80177954	210	466	119

APPENDIX IV C 5
College Rules
Item Statistics, Haverford Freshmen
Class of 1969, Spring 1966

Item Number	Mean Rating	Standard Deviation	Variance	Sum of Ratings	Sum of Sq. Ratings	N
1	5.2500	1.0520	1.10685484	651	3555	124
2	3.2661	1.5086	2.27594953	405	1605	124
3	5.6855	.5137	.26398283	705	4041	124
4	1.3468	.6096	.37168314	167	271	124
5	2.0081	1.2857	1.65316077	249	705	124
6	2.9113	1.6363	2.67761447	361	1383	124
7	2.8145	1.5046	2.26398283	349	1263	124
8	5.3306	1.1196	1.25357700	661	3679	124
9	2.0645	1.1896	1.41519250	256	704	124
10	3.4355	1.4986	2.24583767	426	1742	124
11	4.4274	1.2774	1.63182883	549	2633	124
12	5.7419	.5661	.32049948	712	4128	124
13	3.5323	1.5103	2.28121749	438	1830	124
14	3.7581	1.5573	2.42533819	466	2052	124
15	3.6694	1.4296	2.04389959	455	1923	124
16	1.5806	.9763	.95317377	196	428	124
17	2.0887	1.1288	1.27438865	259	699	124
18	4.9516	1.2368	1.52991676	614	3230	124
19	5.2258	1.0838	1.17481790	648	3532	124
20	1.5565	.8062	.65003903	193	381	124
21	1.8790	1.2087	1.46117325	233	619	124
22	2.2500	1.4063	1.97782258	279	873	124
23	2.7177	1.4841	2.20258845	337	1189	124
24	4.7661	1.3265	1.75982050	591	3035	124
25	5.1532	1.2184	1.48458637	639	3477	124
26	4.9032	1.2142	1.47450572	608	3164	124
27	4.6371	1.2910	1.66668835	575	2873	124
28	3.8548	1.6149	2.60796046	478	2166	124
29	4.3790	1.7208	2.96117325	543	2745	124
30	2.2823	1.1112	1.23484652	283	799	124

APPENDIX IV C 6
College Rules
Item Statistics, Summer Data for Common Items

Item Number	Mean Rating	Standard Deviation	Variance	Sum of Ratings	Sum of Sq. Ratings	N
1	4.9663	1.2777	1.63254959	2359	12491	475
2	2.7642	1.4650	2.14650859	1313	4649	475
3	2.1663	1.3610	1.85233906	1029	3109	475
4	2.0295	1.1512	1.32544710	964	2586	475
5	3.0379	1.4387	2.07014294	1443	5367	475
6	4.1579	1.2270	1.50559557	1975	8927	475
7	5.6189	.6325	.40006205	2669	15187	475
8	3.3895	1.5953	2.54515235	1610	6666	475
9	1.9853	1.1153	1.24399335	943	2463	475
10	4.4737	1.3348	1.78193905	2125	10353	475
11	5.0211	1.0738	1.15324100	2385	12523	475
12	1.6442	.9300	.86499280	781	1695	475
13	2.4821	1.3646	1.86231135	1179	3811	475
14	4.1579	1.5554	2.41927978	1975	9361	475
15	4.1537	1.4979	2.24374959	1973	9261	475
16	4.1832	1.4327	2.05276898	1987	9287	475
17	3.3200	1.6373	2.68075789	1577	6509	475
18	4.0779	1.9040	3.62551136	1937	9621	475

APPENDIX IV C 7
College Rules
Item Loadings, Centroid Analysis
Unrotated Factors, Class of 1968

Variable Number	Factor 1	2	3	4	5	6	7	8	9	h^2
1	.2778	.1505	.2143	.0746	.1400	.1425-	.1071-	.1560-	.1494	.25
2	.3070	.1209	.1170-	.2803	.1911	.0832	.2537	.1243-	.3053	.42
3	.6817	.0943	.0389-	.0940	.1905	.1797-	.1351-	.0312	.2110-	.62
4	.5596-	.0799	.1318	.2238	.1985-	.1483	.2111	.1134-	.1704	.53
5	.6035-	.0580	.2089	.2681	.3199-	.0725-	.1395	.1219-	.2404	.68
6	.5316-	.0767	.4214	.3516	.2380-	.2465-	.0327-	.0638	.0513	.71
7	.2803-	.0604-	.2290	.2127	.0552-	.1024-	.0528	.3620	.0343-	.33
8	.3146	.1864	.2190	.1387-	.0973	.1521	.4070-	.0397-	.1026-	.41
9	.5310	.2643	.1982-	.0858	.0663	.1566-	.1987	.1847	.1259-	.52
10	.3082-	.0963-	.0883-	.1563-	.2680-	.1926	.0929-	.0855	.2128	.31
11	.1252	.2617	.0846-	.1190-	.1038-	.0372	.1377	.1547	.0886	.17
12	.3826-	.1979	.0417	.3342-	.0525	.2328	.2165	.1456-	.2718-	.50
13	.2264	.1183	.0557-	.1384-	.0931-	.1652	.1940-	.1489	.1075	.19
14	.4988	.1267	.1291	.1685	.2617-	.2155	.1608-	.1450	.0720	.48
15	.4882	.1418	.2725	.3484	.1905-	.0813	.2248-	.1401-	.0997-	.58
16	.1968-	.2461-	.1222	.1344	.0851	.1007	.1064	.2360	.2580-	.28
17	.3497	.1140-	.1025	.1053	.2318	.0888	.1442	.0295	.0879	.25
18	.2837	.0832-	.0662	.0652-	.2076	.2661	.1207	.1339	.2939	.33
19	.5242-	.2400	.3089-	.2669	.2693	.3112	.1240-	.0414	.0581	.69
20	.4466-	.3114	.2520-	.2978	.1928	.3612	.2538-	.0724	.1202	.70
21	.3150	.1412	.4773	.1200-	.1300	.1437	.0579	.0791	.1160	.42
22	.5120	.1228	.3265	.2005	.1213-	.1757	.0929	.1831	.2111-	.56
23	.2296-	.3019	.4363-	.0680	.2185	.1327-	.1273	.1724	.0703	.46
24	.3664-	.5715	.2016	.3757-	.3169	.1774-	.0415-	.1259	.0605-	.80
25	.2882-	.5981	.0846	.3317-	.1757	.1343-	.0614	.1455-	.0605	.64
26	.3200-	.5713	.0806	.3868-	.0627	.0292-	.1308-	.2964	.0478	.70
27	.1561-	.1205-	.1517	.1395	.2265	.1658	.1445	.1644-	.0475	.21
28	.3846	.1925	.1853-	.0995-	.1088	.1073-	.0201-	.0339	.0411	.26
29	.3993	.0249	.1415-	.0798-	.1178-	.0935	.1368	.1817	.1118-	.27
30	.3560	.1556	.2808-	.0474-	.1378-	.1016	.2801	.0692-	.2252-	.40
31	.2407	.4873	.2443-	.0700-	.0823-	.0934-	.1318	.1725-	.1087	.43
32	.3738	.0989	.0869	.1094-	.1408	.1712-	.2181	.0596	.0411	.27
*33	.0496	.0203	.0154	.0144	.0106	.0091	.0092	.0073	.0076	14.34

* These values are the sums of the squared loadings on each factor and, in the case of the last column, the sum of the communalities. The proportion of the total variance which each of these sums represents can be obtained by dividing the sum by the number of items included in the analysis.

APPENDIX IV C 8
College Rules
Item Loadings, Centroid Analysis, After Rotation of Factors 1-8, Class of 1968

Variable Number	Factor 1	2	3	4	5	6	7	8	9	h^2
1	.0195-	.0948	.3580	.0995-	.0962	.2368-	.0878-	.1566-	.0658	.25
2	.2026-	.0257-	.1790	.1258	.1066	.2389-	.1765-	.0906	.4697	.42
3	.4069-	.1191-	.4715	.1495-	.0616-	.2319-	.3067-	.0609	.1905-	.62
4	.5242	.0865	.1807-	.2018	.0237	.2101	.1242	.0270	.3444	.54
5	.7117	.0590	.1545-	.0821	.0656-	.0699	.1624	.0080-	.3165	.68
6	.8457	.0000	.0000	.0001-	.0001-	.0001-	.0001-	.0001-	.0001-	.72
7	.4421	.1354-	.1432-	.0106	.1680	.0186-	.1034-	.1835	.1461-	.33
8	.1947-	.1016	.4440	.0508	.1573	.0175	.0828	.1797-	.3156-	.41
9	.3473-	.0151	.2726	.1170-	.0778-	.2077-	.2619-	.4367	.0001-	.52
10	.1183	.0213-	.2706-	.1442	.0231	.0648	.4402	.0000	.0000	.31
11	.1165-	.1711	.0528	.0174-	.0504	.0637-	.1224	.3153	.0398	.17
12	.0219	.4270	.2110-	.0229	.0154	.5108	.0000	.0000	.0000	.50
13	.2137-	.0085	.1545	.0918	.1045	.0936-	.2581	.1022	.1425-	.20
14	.1359-	.2517-	.5157	.0494	.1537	.0773-	.2165	.2214	.0368-	.48
15	.0085	.2452-	.7192	.0001-	.0000-	.0001	.0000	.0000	.0000	.58
16	.1629	.2362-	.2078-	.0340	.1520	.2284	.2270-	.0629	.1458-	.28
17	.2245-	.1645-	.1371	.0663-	.2726	.0963-	.2046-	.0097-	.1480	.25
18	.2929-	.0797-	.0168	.0347	.4306	.1241-	.0308	.0212	.1599	.33
19	.1534	.1994	.2439-	.7397	.0416-	.0535	.1129-	.0106-	.0481	.60
20	.1703	.1790	.0957-	.7940	.0000	.0000	.0001	.0001-	.0001-	.70
21	.0650-	.1068	.3341	.1853-	.5106	.0000	.0000	.0000	.0000	.42
22	.0843-	.2304-	.5320	.1289-	.2604	.1381	.1109-	.3077	.0560-	.56
23	.0280-	.2967	.2832-	.2951	.1805-	.2295-	.1982-	.2704	.0423	.46
24	.1965	.7874	.0826-	.0076	.1577	.0166-	.1160-	.0320	.3014-	.80
25	.1197	.7882	.0001-	.0001-	.0001-	.0001-	.0001-	.0001-	.0000-	.64
26	.1535	.6566	.0830-	.1206	.1564	.0499-	.1774	.2102	.3445-	.70
27	.0937	.0234-	.0748-	.0975	.1867	.1454	.1848-	.2074-	.2301	.21
28	.3516-	.1187	.1785	.0559-	.0563-	.2435-	.0546-	.1288	.0344-	.26
29	.3451-	.1300-	.1227	.1119-	.0168	.0257	.0306	.3265	.0378-	.27
30	.3900-	.0061	.1549	.0842-	.2084-	.1746	.0503-	.3380	.1478	.40
31	.2192-	.3663	.2492	.0025-	.2318-	.1537-	.0647	.2432	.2228	.43
32	.2195-	.0969	.1468	.2991-	.1433	.1[illegible]19-	.1689-	.1427	.0631	.27
*33	.0225	.0256	.0244	.0160	.0098	.0088	.0087	.0103	.0104	14.36

* These values are the sums of the squared loadings on each factor and, in the case of the last column, the sum of the communalities. The proportion of the total variance which each of these sums represents can be obtained by dividing the sum by the number of items included in the analysis.

APPENDIX IV C 9
College Rules
Item Loadings, Centroid Analysis, Unrotated Factors
Pooled Summer Data for Common Items

Variable Number	Factor 1	2	3	4	5	6	7	8	h^2
1	.4642	.1233	.0837-	.0732	.0713	.0987-	.1880-	.2322	.35
2	.5283	.2969	.1569-	.2233	.0772-	.1621	.0925-	.0990	.49
3	.4867	.2760	.1760-	.1290	.0845	.1088	.0844	.1724-	.42
4	.3047-	.3773	.1992	.1773-	.1983	.0414-	.0795	.0702-	.36
5	.4816	.0506-	.2415	.1800	.1898-	.1784-	.1161	.0900-	.41
6	.6232	.3793-	.1883	.2200	.0251	.0557	.0821	.0293	.63
7	.5513	.3963-	.0407	.0581	.1620	.1563	.1648-	.1150	.56
8	.4747	.1652	.1503-	.1609-	.0314	.1646	.1746	.0770	.37
9	.2498-	.3473	.1666	.2660	.0323	.0542	.1541-	.0331-	.31
10	.5370	.1715	.0985	.1853-	.1773	.1630-	.1761	.1443	.47
11	.6105	.2914-	.0945	.0862-	.0727	.1279	.0489	.0936	.51
12	.1126-	.3084	.1659	.2180	.1658-	.0933	.1613	.0660	.25
13	.0728	.3512	.2453	.2684	.1940	.0476	.1892	.1394-	.36
14	.2652	.0450	.1202	.0387-	.0758	.1425-	.1256-	.0782-	.14
15	.4785	.1692	.2121	.2097-	.1421-	.1444	.2120-	.1527-	.46
16	.3613	.1980	.1770	.1686-	.3192-	.0725	.0378	.0933	.35
17	.4821	.3169	.1888-	.0892	.1301-	.0697-	.1281	.0503	.42
18	.4533	.0752	.0952-	.0195	.0636	.1156-	.0329-	.1027-	.25
*19	.0358	.0128	.0049	.0053	.0037	.0026	.0033	.0023	7.08

* These values are the sums of the squared loadings on each factor and, in the case of the last column, the sum of the communalities. The proportion of the total variance which each of these sums represents can be obtained by dividing the sum by the number of items included in the analysis.

APPENDIX IV C 10
College Rules
Item Loadings, Centroid Analysis, After Rotation of Factors 1-3, Pooled Data for Common Items

Variable Number	Factor 1	2	3	4	5	6	7	8	h^2
1	.2912	.3418	.0939-	.0283-	.1414	.0747-	.2799-	.1797	.35
2	.3015	.5348	.0378	.0822	.0083	.2077	.2458-	.0633	.49
3	.2577	.4850	.1609	.0313	.1740	.1480	.0636-	.1798-	.42
4	.4134-	.0143-	.3408	.2459-	.0729	.0569-	.0319	.0388	.36
5	.5010	.2085	.0980	.0883-	.2334-	.1961-	.0077	.1008-	.42
6	.7924	.0001-	.0000	.0000	.0000	.0000	.0000	.0000	.63
7	.6531	.0803-	.1723-	.0300-	.2079	.1165	.1862-	.0524	.56
8	.2476	.4153	.0574-	.1888-	.1898	.2170	.0968	.0246	.37
9	.2618-	.0139	.3686	.1157	.1551-	.0233	.2495-	.0774	.31
10	.3302	.3703	.0630	.3562-	.2299	.1495-	.0563	.1283	.47
11	.6384	.0538	.1400-	.2063-	.1474	.1083	.0103	.0299	.51
12	.1159-	.1565	.3014	.0535	.2933-	.0843	.0592	.1459	.25
13	.0459	.1690	.5708	.0000-	.0000	.0000	.0000-	.0001-	.36
14	.1815	.0940	.0440	.1647-	.0632	.1505-	.1787-	.0830-	.14
15	.2658	.2336	.0021-	.4219-	.0962-	.1639	.2861-	.1868-	.46
16	.1871	.3192	.0575-	.3488-	.2640-	.1103	.0260-	.0508	.35
17	.2136	.6097	.0000	.0000	.0000	.0001-	.0000	.0000	.42
18	.2903	.3127	.0173-	.0533-	.1528	.0885-	.1108-	.1456-	.25
* 19	.0265	.0169	.0078	.0063	.0048	.0028	.0038	.0019	7.08

* These values are the sums of the squared loadings on each factor and, in the case of the last column, the sum of the communalities. The proportion of the total variance which each of these sums represents can be obtained by dividing the sum by the number of items included in the analysis.

APPENDIX IV C 11

Lists of Items Loading Above Criterion on College Rules Factors Used in Further Analyses

Common Rules - Factor 1

Factor Loading	Item*
.79	Having college administration make rules after consultation with students. (006)
.65	Having administration make rules in terms of what they think best. Little or no student consultation. (007)
.64	Leaving enforcement of all rules up to the administration with provision for fair appeal procedures. (011)
.50	Having the student government set up living and social rules with the administration setting certain limits. (005)
.33	Having resident upperclassmen counselors to enforce student behavior regulations. (010)
.30	Expecting students to act in quiet, decorous manner while in the dining room. (002)
-.41	Having student government set up living and social regulations with the administration playing only an advisory role. (004)

Common Rules - Factor 2

Factor Loading	Item*
.61	Having students responsible for off-campus behavior while college is in session, e.g. taking action against students who start drunk brawls in local bars. (017)
.53	Expecting students to be quiet and decorous while in the dining hall.

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* Numbers in parentheses refer to item numbers in common item factor analysis.

APPENDIX IV C 11 (cont'd)

Factor Loading	Factor 2 (cont'd)
.49	Prohibiting drunken, disorderly behavior on campus. (003)
.42	Having specified times when conversation and phonographs are quiet so people can study and sleep. (008)
.37	Having upperclassmen counselors to help enforce rules about student behavior. (010)
.34	Requiring students to wear a coat and tie to dinner. (001)
.32	Requiring students to live at home or on campus and not at off-campus apartments and rooming houses. (016)
.31	Requiring sworn statement saying student is not a member of a subversive organization before giving him a government sponsored scholarship or loan (018)

Common Rules - Factor 3

Factor Loading	Item*
.57	Having student government set up student committees to try other students who have been charged with violating rules regarding cheating and plagarism. (013)
.37	Having students themselves responsible for enforcing rules concerning non-destructive behavior in dorms. (009)
.34	Having student government setting up rules with the administration playing only an advisory role. (004)
.30	Requiring students to report themselves for honor system violations.

* Numbers in parentheses refer to item numbers in common item factor analysis.

APPENDIX IV D 1

List of Correspondences Among Types Labels on Different Forms

Summer 1964 Part IV	Spring 1965 Part III	Summer 1965 or Spring 1966 Part III
A	K	1
B	I	2
C	C	3
D	H	4
E	A	5
F		6
G	D	7
H	G	8
I	B	9
J	E	10
K		
L		11
M	F	12
N		
O	L	13
P	J	14

APPENDIX IV D 2

Item Statistics, College Types, Haverford Freshmen
Class of 1969, Summer, 1965

Item Number	Mean Rating	Standard Deviation	Variance	Sum of Ratings	Sum of Sq. Ratings	N
1	2.2353	.8801	.77467597	266	686	119
2	3.1429	.8055	.64891041	374	1252	119
3	3.3193	.7122	.50733514	395	1371	119
4	3.7479	.4909	.24099131	446	1700	119
5	3.4622	.6738	.45406637	412	1480	119
6	2.5294	.9899	.98005982	301	877	119
7	3.5847	.6834	.46711575	423	1571	119
8	2.6303	.8220	.67568722	313	903	119
9	3.3390	.7421	.55077502	394	1380	119
10	3.6975	.5454	.29753596	440	1662	119
11	3.1765	.9446	.89232303	378	1306	119
12	2.8739	.9347	.87380715	342	1086	119
13	2.8319	.8955	.80202251	337	1049	119
14	2.2034	.8727	.76169781	260	662	119

APPENDIX IV D 3

Item Statistics, College Types, Haverford Freshmen
Class of 1969, Spring, 1966

Item Number	Mean Rating	Standard Deviation	Variance	Sum of Ratings	Sum of Sq. Ratings	N
1	2.3065	.8850	.78337267	286	756	124
2	3.2823	.8220	.67578023	407	1419	124
3	2.8130	.9263	.85819005	346	1078	124
4	3.6475	.6019	.36234927	445	1667	124
5	3.2439	.8809	.77608956	399	1389	124
6	2.9106	.9321	.86898574	358	1148	124
7.	3.2358	.9841	.96854591	398	1406	124
8	3.1290	.8831	.77996329	388	1310	124
9	3.3710	.8785	.77183221	418	1504	124
10	3.4715	.8714	.75942957	427	1575	124
11	3.0650	1.0919	1.19245635	377	1301	124
12	3.2033	.9140	.83539917	394	1364	124
13	2.8306	1.0018	1.00360608	351	1117	124
14	2.4553	.9772	.95495136	302	858	124

APPENDIX IV D 4

Item Statistics, College Types, Haverford Freshmen Class of 1969, Pooled Data

Item Number	Mean Rating	Standard Deviation	Variance	Sum of Ratings	Sum of Sq. Ratings	N
1	2.2664	.8817	.77739519	553	1443	244
2	3.2090	.8156	.66532854	783	2675	244
3	3.0533	.8691	.75535810	745	2459	244
4	3.7008	.5475	.29983539	903	3415	244
5	3.3443	.7920	.62738511	816	2882	244
6	2.7459	.9414	.88625370	670	2056	244
7	3.4262	.8038	.64619726	836	3022	244
8	2.9057	.8464	.71652446	709	2235	244
9	3.3852	.7236	.52371675	826	2924	244
10	3.6270	.6175	.38139949	885	3303	244
11	3.1557	.9540	.91017200	770	2652	244
12	3.0738	.8699	.75685299	750	2490	244
13	2.8607	.8991	.80845203	698	2194	244
14	2.3320	.9190	.84471581	569	1533	244

APPENDIX IV D 5

Item Loadings, Centroid Analysis, Unrotated Factors Haverford Freshmen, Class of 1969, Pooled Data

Variable Number	Factor 1	2	3	4	5	6	h^2
1	.1016	.6113	.1014	.2851-	.1865-	.0751-	.52
2	.4454	.1450	.0817-	.2168	.2569	.1509	.36
3	.4094-	.3024-	.3537	.1718-	.1257	.0530	.43
4	.3629-	.2609	.1722	.1222	.1407	.1603-	.29
5	.2142-	.4937-	.1903	.1637	.3132	.1442	.47
6	.5530	.0887	.0773	.2054	.2411	.1214	.43
7	.3760-	.5513	.2716	.0499-	.1104-	.0457	.54
8	.3530	.4003	.1581	.2565	.2462-	.1431-	.46
9	.2248	.2369	.2945	.3006-	.3016	.1890-	.41
10	.1717-	.0475	.4160	.0930-	.1327	.2541	.30
11	.1521-	.3979	.1709	.0742	.3032-	.1006	.32
12	.3716	.3940-	.3459	.0991	.1057	.2353-	.40
13	.1790	.2051-	.4165	.0585	.1180-	.1331	.28
14	.4537	.4099-	.3044	.1380	.1117-	.0650	.50
*15	.0160	.0185	.0099	.0045	.0060	.0030	5.70

* These values are the sums of the squared loadings on each factor and, in the case of the last column, the sum of the communalities. The proportion of the total variance which each of these sums represents can be obtained by dividing the sum by the number of items included in the analysis.

APPENDIX IV D 6

College Types

Item Loadings, Centroid Analysis After Rotation of Factors 1-4, Haverford Freshmen, Class of 1969, Pooled Data

Variable Number	Factor 1	2	3	4	5	6	h^2
1	.0086	.4964	.1688-	.4522	.1831-	.0581	.52
2	.5730	.0006-	.1612-	.0286-	.0597	.0583-	.36
3	.3406-	.1536-	.4715	.0509	.1073	.2377-	.43
4	.1892-	.2059	.0693	.1717	.4198	.0002	.29
5	.0317-	.3684-	.3912	.2439-	.2580	.2364-	.47
6	.6595	.0000	.0000	.0000	.0000	.0000	.43
7	.2570-	.5910	.0392	.2566	.1893	.1338-	.54
8	.3327	.4601	.0446-	.0331	.0309-	.3603	.46
9	.2368	.0111	.1550	.5748	.0000	.0001	.41
10	.0225-	.1674	.3679	.1072	.0710	.3396-	.30
11	.1237-	.5478	.0000	.0001-	.0001-	.0007	.32
12	.3255	.2936-	.4557	.0102-	.0485-	.2953	.49
13	.1711	.0690	.4526	.1312-	.1632-	.0089	.28
14	.3754	.1487-	.4198	.2525-	.2672-	.1675	.50
*15	.0144	.0145	.0119	.0079	.0043	.0052	5.80

* These values are the sums of the squared loadings on each factor and, in the case of the last column, the sum of the communalities. The proportion of the total variance which each of these sums represents can be obtained by dividing the sum by the number of items included in the analysis.

APPENDIX IV E 1

Item Statistics, Strong Vocational Interest Inventory, Haverford Freshmen, Class of 1968, Summer, 1964

Item Number	Mean Rating	Standard Deviation	Variance	Sum of Ratings	Sum of Sq. Ratings	N
1	32.6250	10.5776	111.88715278	4698	169384	144
2	39.0556	11.6915	136.69135803	5624	239332	144
3	31.5903	11.1432	124.17240549	4549	161585	144
4	40.2500	13.5945	184.81250000	5796	259902	144
5	29.7639	10.3782	107.70814043	4286	143078	144
6	26.8333	10.5527	111.36111111	3864	119720	144
7	16.0208	10.2044	104.13151042	2307	51955	144
8	29.2500	11.6264	135.17361111	4212	142666	144
9	23.5208	15.5415	241.54123264	3387	114447	144
10	27.7569	15.7842	249.14231289	3997	146821	144
11	34.3472	15.1558	229.69888118	4946	202958	144
12	28.0486	8.1524	66.46291474	4039	122859	144
13	30.9444	9.6729	93.56635802	4456	151362	144
14	33.5625	12.7517	162.60720486	4833	185623	144
15	15.3472	10.8495	117.71277006	2210	50868	144
16	37.1458	9.2435	85.44401041	5349	210997	144
17	32.7847	10.9750	118.26615548	4721	171807	144
18	11.0347	11.8716	140.93629437	1589	37829	144
19	19.1181	10.7616	115.81245177	2753	69309	144
20	24.4583	8.5382	72.90104167	3522	96640	144
21	20.5069	11.7750	138.65272955	2953	80523	144
22	27.6667	11.3155	128.04166667	3984	128662	144
23	30.7569	10.8916	118.62842400	4429	153305	144
24	38.8472	9.6998	94.0877700[illegible]	5594	230860	144
25	25.5208	12.8786	165.860677[illegible]	3675	117673	144
26	33.4722	12.7153	161.67978[illegible]	4820	184618	144
27	27.9653	11.4421	130.92240[illegible]	4027	131469	144
28	36.9236	13.2019	174.20277[illegible]65	5317	221421	144
29	28.1181	14.5332	211.21522955	4049	144265	144
30	44.7431	11.8402	140.19092399	6443	308467	144
31	31.6597	8.4262	71.00226659	4559	154561	144
32	34.2986	8.6056	74.05666474	4939	180065	144
33	21.0903	9.8741	97.49879437	3037	78091	144
34	25.8611	9.8492	97.00848766	3724	110276	144
35	18.2847	10.7823	116.25921104	2633	64885	144
36	22.1389	8.8314	77.99459877	3188	81810	144
37	21.4931	9.8791	97.59717400	3095	80575	144
38	25.5069	8.7249	76.12495178	3673	104649	144
39	26.2986	8.7932	77.32055363	3787	110727	144
40	32.5903	8.3760	70.15851659	4693	163049	144
41	28.6319	10.0896	101.80203511	4123	132709	144
42	37.3125	8.3103	69.06206597	5373	210425	144
43	39.5278	8.0311	64.49922839	5692	234280	144
44	38.3125	7.6407	58.38151042	5517	210777	144
45	27.1181	8.1764	66.85411845	3905	115523	144
46	46.5208	8.4532	71.45789930	6699	321933	144
47	50.4444	6.0538	36.64969136	7264	371706	144
48	54.9167	5.1659	26.68750000	7908	438124	144
49	41.9722	9.8438	96.90022840	6044	267648	144

APPENDIX IV E 2

Item Loadings, Centroid Analysis, Unrotated Factors, Strong Vocational Interest Inventory, Haverford Freshmen, Class of 1968

Variable Number	Factor 1	2	3	4	5	h^2
1	.1957	.8600-	.2140	.2777-	.0458	.90
2	.6127	.4610-	.5033	.1961	.0138-	.88
3	.4389	.8101-	.0133-	.1373-	.0604-	.87
4	.7810	.4142-	.0538	.1267	.2429	.86
5	.6588	.1149	.0290-	.1200	.4464	.66
6	.6079	.3968-	.4098-	.0415	.2492	.76
7	.3992	.3488	.3977-	.2750-	.4603	.73
8	.4284	.7907-	.1949-	.1493	.2192-	.92
9	.5315	.7083-	.3744-	.2156	.0521-	.97
10	.4825	.4699-	.6338-	.2988	.1054	.96
11	.6216	.5466-	.4371-	.3074	.0609	.97
12	.2381	.1579	.6244-	.5112	.1997	.77
13	.5352	.0492	.6871-	.3910-	.0641	.92
14	.6215	.0317-	.6264-	.0762-	.2597	.85
15	.6117	.0941	.6733-	.1311-	.0843-	.86
16	.7178	.2137	.0925-	.1963-	.2780-	.69
17	.8207	.2934	.1674-	.2490	.2067-	.89
18	.7587	.2846	.4440-	.0464-	.0421-	.86
19	.6292	.4729	.1889-	.3232-	.0373-	.76
20	.4599	.6695	.2969-	.0902-	.1862	.79
21	.7797	.2012	.2416-	.2240-	.2273	.81
22	.4765	.5934	.5266	.0733	.1866	.90
23	.2387	.5341	.6017	.3588	.0651	.84
24	.4889	.3389	.6070	.2628	.1461	.81
25	.1716	.5965	.7359	.0721	.1036-	.94
26	.0850	.6060	.7174	.1003-	.2081-	.94
27	.1784	.2550	.8510	.1782	.1961-	.89
28	.2723	.2880	.8856	.0652	.0283-	.95
29	.3995	.1555	.8303	.0586	.1539-	.91
30	.4877	.3112-	.5537	.1786-	.1851-	.71
31	.3547-	.3232-	.1669	.5611	.2127-	.62
32	.5187	.4966	.2422-	.3158	.1888-	.71
33	.1377-	.5964	.3410-	.5074	.3092-	.84
34	.2691-	.8015	.1319-	.2333	.2005-	.83
35	.5215-	.3679	.6341-	.2187	.0156	.86
36	.5923-	.6033	.1594-	.1104-	.2838-	.83
37	.4962-	.6914	.0673	.0410	.2442	.79
38	.2458-	.2952	.2863-	.2264	.2656	.35
39	.7761-	.3318	.1869	.1666	.2490	.84
40	.8378-	.2781	.1044	.2037-	.2264	.88
41	.6682-	.3840	.5223	.0467-	.2695	.94
42	.5094-	.3751-	.6175	.2331-	.0672	.84
43	.3885-	.4596-	.6014	.1002-	.1648	.76
44	.1873-	.7936-	.3980	.2639-	.0605	.90
45	.5314-	.3342-	.3391-	.3801	.2472	.71
46	.3961	.1778-	.6621	.4102	.1383-	.81
47	.2373	.6154	.6095	.2651	.1350-	.90
48	.4770-	.5622-	.1456	.4219	.2039	.78
49	.3370	.0944	.7377-	.0752	.1541	.70
*50	.1286	.1101	.1154	.0310	.0200	40.51

* These values are the sums of the squared loadings of each factor and, in the case of the last column, the sum of the communalities. The proportion of the total variance which each of these sums represents can be obtained by dividing the sum by the number of items included in the analysis.

APPENDIX IV E 3

Item Loading, Centroid Analysis After Rotation of Factor 1, Strong Vocational Interest Inventory, Haverford Freshmen, Class of 1968

Variable Number	Factor					
	1	2	3	4	5	h^2
1	.0196	.8322	.3271	.3181-	.0419	.90
2	.3207-	.7164	.3130	.3986	.0836	.88
3	.0297-	.9194	.0167	.1489-	.0541-	.87
4	.2208-	.7663	.1620-	.3061	.3215	.86
5	.2635-	.2534	.3196-	.3554	.5474	.66
6	.0306	.6595	.5048-	.0706	.2513	.76
7	.2184-	.0828-	.5988-	.1150-	.5482	.73
8	.1244	.8974	.1438-	.0642	.2673-	.92
9	.1778	.8825	.3641-	.1368	.1088-	.97
10	.3019	.6546	.6329-	.1876	.0179	.96
11	.1567	.7936	.4964-	.2709	.0158	.97
12	.3266	.0069-	.6851-	.4298	.1090	.77
13	.2370-	.2441	.8321-	.3006-	.1395	.92
14	.0853-	.3577	.7931-	.0035	.2977	.85
15	.2352-	.2460	.8623-	.0312-	.0162-	.86
16	.6682-	.2012	.4242-	.1045	.0864-	.69
17	.5134-	.1885	.5516-	.5344	.0592-	.89
18	.4446-	.1629	.7678-	.1882	.0919	.86
19	.6630-	.0654-	.5389-	.0030-	.1637	.76
20	.4209-	.3219-	.6156-	.1626	.3234	.79
21	.5074-	.2441	.5773-	.0659	.3928	.81
22	.6580-	.2486-	.1215	.4800	.3963	.90
23	.4222-	.3251-	.2993	.6524	.1972	.84
24	.5239-	.0266-	.2517	.6134	.3130	.81
25	.6368-	.4126-	.4276	.4195	.0861	.94
26	.6867-	.4677-	.4438	.2350	.0077-	.94
27	.5287-	.1209-	.6125	.4661	.0330-	.89
28	.6192-	.0988-	.5969	.4142	.1597	.95
29	.6762-	.0556	.5230	.4180	.0458	.91
30	.5402-	.5230	.3597	.0683	.0284-	.71
31	.4740	.0348	.3713	.3371	.3673-	.62
32	.3385-	.1443-	.5474-	.5156	.0940-	.71
33	.1254	.5782-	.3355-	.4547	.3617-	.54
34	.0780-	.8212-	.2110-	.2590	.2894-	.88
35	.5397	.5890-	.4412-	.0503-	.1487-	.86
36	.0647	.8260-	.0537-	.2074-	.3166-	.83
37	.1015	.8494-	.0539	.0297	.2243	.79
38	.3321	.3807-	.2277-	.1148	.1762	.35
39	.4295	.6940-	.3927	.0100-	.1291	.84
40	.3496	.6814-	.3585	.3886-	.1297	.88
41	.1166	.6807-	.6312	.0739-	.2462	.94
42	.1358	.0464	.8431	.3288-	.0288	.84
43	.1878	.1823	.8017	.1913-	.1149	.76
44	.1709	.5721	.6263	.3844-	.0110	.90
45	.8455	.0000	.0001-	.0000-	.0000	.71
46	.3003-	.3614	.4682	.6096	.0528-	.81
47	.5573-	.3946-	.2852	.5888	.0292	.90
48	.7131	.2220	.4622	.1140	.0048-	.78
49	.1256	.0995	.8085-	.0404	.1228	.70
* 50	.0844	.1221	.1254	.0502	.0231	40.51

* These values are the sums of the squared loadings of each factor and, in the case of the last column, the sum of the communalities. The proportion of the total variance which each of these sums represents can be obtained by dividing the sum by the number of items included in the analysis.

APPENDIX IV E 4

Lists of Items Loading Above Criterion on Rotated Strong Vocational Interest Factors Used in Further Analyses

Factor 1

Factor Loading	Item*
.85	President-Manufacturing Concern (045)
.71	Occupational Level (048)
.54	Purchasing Agent (035)
.47	Senior CPA (031)
.43	Sales Manager (039)
-.69	Social Science Teacher (026)
-.68	Minister (029)
-.66	Vocational Agricultural Teacher (019)
-.66	Y.M.C.A. Physical Director (022)
-.64	Y.M.C.A. Secretary (025)
-.62	Social Worker (028)
-.56	Interest Maturity (047)
-.53	City School Superintendant (027)
-.52	Public Administrator (024)
-.51	Math, Physical Science Teacher (017)
-.51	Forest Service Man (021)

* Numbers in parentheses refer to item numbers.

APPENDIX IV E 4 (cont'd)

Factor 2

Factor Loading	Item*
.92	Architect (003)
.90	Mathematician (008)
.88	Physicist (009)
.83	Artist (001)
.79	Chemist (011)
.77	Physician (004)
.72	Psychologist (002)
.66	Dentist (006)
.65	Engineer (010)
.57	Author-Journalist (044)
.52	Musician (Performer) (030)
-.85	Mortician (037)
-.83	Banker (036)
-.82	Office Man (034)
-.69	Sales Manager (039)
-.68	Real Estate Salesman (040)
-.68	Life Insurance Salesman (041)
-.59	Purchasing Agent (035)
-.58	Accountant (033)

* Numbers in parentheses refer to item numbers.

APPENDIX IV E 4 (cont'd)

Factor 3

Factor Loading	Item*
.84	Advertising Man (042)
.80	Lawyer (043)
.63	Life Insurance Salesman (041)
.63	Author-Journalist (044)
.61	City School Superintendant (027)
.60	Social Worker (028)
.52	Minister (029)
-.86	Carpenter (015)
-.83	Farmer (013)
-.80	Masculinity-Femininity (049)
-.79	Aviator (014)
-.77	Industrial Teacher (018)
-.69	Production Manager (012)
-.63	Engineer (010)
-.62	Policeman (020)
-.60	Veterinarian (007)
-.58	Forest Service Man (021)
-.55	Math, Physical Science Teacher (021)
-.55	Senior CPA (032)
-.54	Vocational Agriculture Teacher (019)
-.50	Dentist (006)

* Numbers in parentheses refer to item numbers.

APPENDIX IV E 4 (cont'd)

Factor 4

Factor Loading	Item*
.65	Public Administrator (024)
.61	Personnel Director (023)
.61	Specialization Level (046)
.59	Interest Maturity (047)
.52	Senior CPA (032)
.48	Y.M.C.A. Physical Director (022)
.47	City School Superintendant (027)

* Numbers in parentheses refer to item numbers.

APPENDIX IV E 5

Item Statistics, Occupational Goals
Haverford Freshmen, Class of 1969, Summer, 1965

Item Number	Mean Rating	Standard Deviation	Variance	Sum of Ratings	Sum of Sq. Ratings	N
1	4.9832	.8694	.75602005	593	3045	119
2	4.2437	1.2896	1.66330062	505	2341	119
3	4.8571	1.0474	1.09723890	578	2938	119
4	4.5042	1.2890	1.66174705	536	2612	119
5	3.2437	1.2699	1.61288044	386	1444	119
6	3.9076	1.5173	2.30237977	465	2091	119
7	3.1933	1.4797	2.18953464	380	1474	119
8	3.7983	1.2936	1.67361062	452	1916	119
9	2.2941	1.2525	1.56895693	273	813	119
10	3.1513	1.6225	2.63258244	375	1495	119

APPENDIX IV E 6

Item Loadings, Centroid Analysis, Unrotated Factors, Occupational Goals, Haverford Freshmen, Class of 1969

Variable Number	Factor 1	2	3	4	5	h^2
1	.2948	.2157	.5243-	.1535	.0513	.43
2	.4975	.5962-	.3485-	.1359-	.0519	.74
3	.2121	.5070	.3888-	.3902	.1201	.62
4	.4870	.1608	.1111-	.3766-	.1779-	.45
5	.5074	.6314-	.0321-	.0263-	.1954	.70
6	.5160	.3004	.1229	.3783-	.0644-	.52
7	.6393	.0786	.4343	.2410-	.1883	.70
8	.1726	.0821	.2452	.3354	.2137	.25
9	.5210	.2809-	.3753	.0932	.0704-	.51
10	.2273	.1871	.2653	.1747	.0854-	.20
*11	.0182	.0131	.0104	.0069	.0019	5.12

* These values are the sums of the squared loadings of each factor and, in the case of the last column, the sum of the communalities. The proportion of the total variance which each of these sums represents can be obtained by dividing the sum by the number of items included in the analysis.

APPENDIX IV E 7

Item Loadings, Centroid Analysis After Rotation of Factors 1-3, Haverford Freshmen, Class of 1969 Occupational Goals

Variable Number	Factor 1	2	3	4	5	h^2
1	.0435	.0871-	.6012	.2429	.0689	.43
2	.7846	.1646-	.0949	.2881	.0762	.74
3	.2240-	.0223	.7545	.0000	.0000	.62
4	.1490	.3709	.1123	.5258	.0000-	.45
5	.8342	.0001-	.0000	.0001	.0001	.70
6	.0786	.6087	.0829	.3672	.0221	.52
7	.3644	.7512	.0001-	.0001	.0001	.70
8	.0729	.2080	.2002	.3895-	.1200-	.25
9	.5023	.3370	.0626-	.0992-	.3627-	.51
10	.0391-	.3098	.1073	.1155-	.2725-	.20
*11 0	.0178	.0136	.0101	.0073	.0023	5.12

* These values are the sums of the squared loadings of each factor and, in the case of the last column, the sum of the communalities. The proportion of the total variance which each of these sums represents can be obtained by dividing the sum by the number of items included in the analysis.

APPENDIX IV E 8

Occupational Goals
Lists of Items Loading Above Criterion on Rotated Occupational Goals Factors Used in Further Analyses

Factor 1

Factor Loading	Item
.83	Provide me with a chance to earn a good deal of money (5)
.78	Enable me to look forward to a secure future (2)
.50	Give me social status and prestige (9)
.36	Give me a chance to exercise leadership (7)

Factor 2

Factor Loading	Item
.75	Give me a chance to exercise leadership (7)
.61	Give me an opportunity to work with people, not with things (6)
.37	Give me an opportunity to be helpful to others (4)
.34	Give me status and prestige (9)
.31	Provide me with adventure (10)

Factor 3

Factor Loading	Item
.75	Permit me to be creative and original (3)
.60	Provide me with an opportunity to use my special abilities (1)

Factor 4

Factor Loading	Item
.53	Give me an opportunity to be helpful to others (4)
.37	Give me an opportunity to work with people, not with things (6)
-.39	Leave me relatively free of supervision by others (8)

APPENDIX IV F 1

Item Statistics, College Preparation Items, Haverford Freshmen, Class of 1968, Summer, 1964

Item Number	Mean Rating	Standard Deviation	Variance	Sum of Ratings	Sum of Sq. Ratings	N
1	4.4836	.8221	.67596076	547	2535	122
2	4.1967	.9289	.86294007	512	2254	122
3	3.3525	1.4253	2.03151034	409	1619	122
4	4.1148	1.0338	1.06879871	502	2196	122
5	4.1393	1.1111	1.23468154	505	2241	122
6	3.8607	1.1474	1.31664875	471	1979	122
7	4.0410	.9179	.84258264	493	2095	122
8	4.8852	.9767	.95404461	596	3028	122
9	4.4672	1.1747	1.38007256	545	2603	122
10	4.9426	.8228	.67703575	603	3063	122
11	4.1803	.9496	.90190809	510	2242	122
12	3.7213	1.0021	1.00429992	454	1812	122
13	4.7213	.9077	.82397205	576	2820	122
14	4.3115	1.0088	1.01773717	526	2392	122
15	4.6393	.8968	.80435367	566	2724	122
16	4.8033	1.0452	1.09244827	586	2948	122
17	4.0246	.8441	.71251008	491	2063	122
18	4.4508	1.2420	1.54266327	543	2605	122
19	3.2049	1.6090	2.58915614	391	1569	122
20	3.6475	.8955	.80200215	445	1721	122

APPENDIX IV F 2

Item Loadings, Centroid Analysis, Unrotated Factors, College Preparation Items, Haverford Freshmen, Class of 1968

Variable Number	Factor 1	2	3	4	5	6	h^2
1	.5373	.3055-	.0691-	.2506-	.1195	.1355	.48
2	.3668	.5100	.3549-	.2176-	.1639	.0793	.60
3	.1379	.4791-	.1573-	.1128	.2900	.2444	.43
4	.5381	.2562	.1300	.2464	.1092	.2364-	.50
5	.4446	.1476	.1641	.3958	.1211	.1160-	.43
6	.4890	.2944-	.1969-	.2621	.0464	.0737	.44
7	.3732	.4293	.3048-	.1648-	.1617	.1159-	.48
8	.5319	.2622-	.1084	.3124-	.2032	.1355-	.52
9	.2257	.2261-	.3806	.1793	.0849	.0946-	.30
10	.1938	.1847	.1209	.2777-	.3024-	.2990	.34
11	.5345	.3728	.1446-	.1272-	.0729	.2128-	.51
12	.4820	.1610	.2120	.0874	.1599	.1859	.37
13	.4478	.2139-	.4121	.2036-	.0775-	.0643	.47
14	.3855	.2162-	.2531	.0548-	.0503	.1553	.29
15	.3310	.1493	.2417	.1553-	.1560-	.2234-	.29
16	.4397	.2485	.3090	.1546	.1821-	.2116	.45
17	.5308	.1996	.1358-	.1896	.0924	.1596	.41
18	.4055	.4610-	.3279-	.1479	.3253-	.1219-	.63
19	.2490	.4003-	.4452-	.2058	.3113-	.2033-	.60
20	.4280	.2144	.2552-	.1356-	.1669-	.0513	.35
*21	.0354	.0190	.0135	.0088	.0066	.0058	8.90

* These values are the sums of the squared loadings on each factor and, in the case of the last column, the sum of the communalities. The proportion of the total variance which each of these sums represents can be obtained by dividing the sum by the number of items included in the analysis.

APPENDIX IV F 3

Item Loadings, Centroid Analysis College Preparation Items After Rotation of Factors 1-5, Haverford Freshmen, Class of 1968

Variable Number	Factor 1	2	3	4	5	6	h^2
1	.6947	.0000	.0001-	.0000	.0000	.0000	.48
2	.2171	.7445	.0001-	.0000	.0000	.0000	.60
3	.3902	.2422-	.1855-	.0214	.4294	.0000-	.43
4	.1737	.2565	.3877	.1379	.0116-	.4863-	.50
5	.1183	.1062	.4136	.1398	.1621	.4349-	.43
6	.4567	.0578-	.1047	.3494	.2841	.1285-	.44
7	.1947	.6397	.0266-	.0676	.0799-	.1628-	.48
8	.6371	.0336-	.0099-	.1037-	.1964-	.2560-	.52
9	.1679	.3179-	.2635	.0634-	.0214	.3037-	.30
10	.1633	.1634	.3075	.0996-	.2136-	.3754	.34
11	.2810	.5367	.1417	.1183	.1940-	.2720-	.51
12	.3135	.1850	.4188	.1301-	.1413	.1627-	.37
13	.4725	.2108-	.3467	.1614-	.2280-	.0470-	.47
14	.4271	.1607-	.2578	.1151-	.0187	.0477-	.29
15	.1522	.0931	.2787	.0015-	.3874-	.1709-	.29
16	.1546	.1319	.6414	.0001	.0001-	.0001	.45
17	.3152	.3533	.2996	.1653	.2348	.1177-	.41
18	.4186	.2061-	.0266-	.6400	.0252-	.0192	.63
19	.2376	.1640-	.1595-	.7004	.0001-	.0000-	.60
20	.2986	.4042	.1403	.2217	.1037-	.1238	.35
*21 0	.0248	.0201	.0154	.0124	.0071	.0093	8.91

* These values are the sums of the squared loadings of each factor and, in the case of the last column, the sum of the communalities. The proportion of the total variance which each of these sums represents can be obtained by dividing the sum by the number of items included in the analysis.

APPENDIX IV F 4

College Preparation
Lists of Items Loading Above Criterion on Rotated Centroid Factors Used in Further Analyses

Factor 1

Factor Loading	Item
.69	Getting along well with roommates (1)
.64	Adjusting to the change between living at home and living in a college dormitory (8)
.47	Getting along with people whose social backgrounds differ considerably from your own (13)
.46	Dating and social activities with women (6)
.43	Learning to adjust emotionally to not being as outstanding a student in college as you were in high school or prep school because of the higher ability level of college students (14)
.42	Participating in intra-mural athletics (18)
.39	Participating in the jovial, college prankster aspect of campus life (3)
	Factor 2
.74	Working long hours on class assignments (2)
.64	Working in an organized and efficient manner under the pressure of heavy assignments and deadlines (7)
.54	Being able to take a large measure of responsibility for the direction of your academic work (e.g., determining what and how much you should read in connection with a course which gives few explicit assignments) (11)
.40	Doing the work in courses which you find unpleasant or boring (20)
-.32	Being able to take time off and relax a bit when academic pressures are high (9)

APPENDIX IV F 4 (cont'd)

Factor 3

Factor Loading	Item
.64	Maintaining your personal independence in the face of pressures and temptations to conform to the expectations of dominant, popular members of the informal student groups to which you belong (16)
.42	Maintaining your self-confidence in the face of failure to do as well academically as you wished (12)
.41	Engaging in sharp intellectual discussions and debates (5)
.39	Writing original papers (4)
.35	Getting along with people whose social backgrounds differ considerably from your own (13)
.31	Maintaining self-discipline with respect to social behavior in the absence of supervision by adult authorities (10)
.28	Being sufficiently flexible to incorporate new values and traits into your personality as a result of new experiences you have at college (15)
.26	Being able to take time off and relax a bit when academic pressures are high (9)
.26	Learning to adjust emotionally to not being as outstanding a student in college as you were in high school or prep school because of the higher ability level of college students (14)
	Factor 4
.70	Participating in varsity athletics (19)
.64	Participating in intra-mural athletics (18)
.35	Dating and social activities with women (6)

APPENDIX IV F 4 (cont'd)

Factor 5

Factor Loading	Item
.43	Participating in the jovial, college prankster aspect of campus life (3)
.28	Dating and social activities with women (6)
-.39	Being sufficiently flexible to incorporate new values and traits into your personality as a result of new experiences you have at college (15)

Factor 6

.38	Maintaining self-discipline with respect to social behavior in the absence of supervision by adult authorities (10)
-.49	Writing original papers (4)
-.43	Engaging in sharp intellectual discussions and debates (5)
-.30	Being able to take time off and relax a bit when academic pressures are high (9)
-.26	Adjusting to the change between living at home and living in a college dormitory (8)
-.27	Being able to take a large measure of responsibility for the direction of your academic work (e.g., determining what and how much you should read in connection with a course which gives few explicit assignments) (11)

APPENDIX IV G 1

Item Statistics, Teachers' Characteristics Items
Haverford Freshmen, Class of 1968, Summer, 1964

Item Number	Mean Rating	Standard Deviation	Variance	Sum of Ratings	Sum of Sq. Ratings	N
1	3.6721	1.3209	1.74496104	448	1858	122
2	3.4508	1.2810	1.64102392	421	1653	122
3	4.1066	1.3232	1.75094061	501	2271	122
4	2.4918	1.3321	1.77452298	304	974	122
5	2.4590	1.3559	1.83848428	300	962	122
6	2.5984	1.3590	1.84688256	317	1049	122
7	4.1066	1.2982	1.68536684	501	2263	122
8	2.3607	1.3061	1.70599301	288	888	122
9	3.0082	1.5067	2.27042462	367	1381	122
10	4.3689	1.1608	1.34755442	533	2493	122
11	5.4508	.7024	.49348293	665	3685	122
12	3.0738	1.3438	1.80603332	375	1373	122
13	2.9590	1.3813	1.90815641	361	1301	122
14	4.1967	1.3528	1.83015318	512	2372	122
15	4.1885	1.2303	1.51363281	511	2325	122
16	2.5820	1.4305	2.04656006	315	1063	122
17	4.0984	1.1451	1.31819406	500	2210	122
18	3.7541	1.2499	1.56248320	458	1910	122
19	4.6721	1.3697	1.87610857	570	2892	122
20	4.2213	1.3520	1.82807041	515	2397	122
21	5.1475	.9203	.84708412	628	3336	122
22	3.0328	1.3786	1.90056437	370	1354	122
23	3.6230	1.2951	1.67750605	442	1806	122
24	3.5902	1.5297	2.34023112	438	1858	122
25	5.4016	.8063	.65016124	659	3639	122
26	4.8443	1.1453	1.31181134	591	3023	122

APPENDIX IV G 2

Item Loadings, Centroid Analysis, Teachers' Characteristics Items, Haverford Freshmen, Class of 1968

Variable Number	Factor 1	2	3	4	5	6	h^2
1	.4878	.3708-	.0318	.0556-	.2332	.1563-	.46
2	.2543	.0970	.1620-	.0547-	.1747-	.1636	.16
3	.2363	.2489	.2739	.1005	.2015-	.2976	.33
4	.3653	.1577-	.1821-	.2336	.1915-	.1239-	.30
5	.3750	.0610	.2540	.1736	.2098-	.1302	.30
6	.1000	.1079	.2821-	.2666	.1762	.1362	.22
7	.6633	.0606-	.2066-	.2225-	.0833	.0971-	.55
8	.3738	.2050-	.2212	.1367-	.1723	.0716	.28
9	.4635	.4438-	.1741	.0509	.1119-	.1722-	.49
10	.2584	.2739	.0902-	.2254-	.0698-	.1045	.22
11	.3615	.1743	.0917	.2683-	.0966-	.4446-	.45
12	.5280	.4710-	.2732-	.0652	.0820	.1232-	.60
13	.4164	.2560-	.1045	.2929	.0475	.0512	.34
14	.4201	.3590	.0883-	.1658	.0690	.2720-	.42
15	.3576	.3021	.0622	.4080	.1669	.0351	.43
16	.4909	.3027-	.3955-	.2676	.2160-	.0410-	.61
17	.6429	.3809	.1664	.1163-	.1623-	.1504-	.65
18	.4761	.3356	.1369	.2339-	.2379	.1138	.49
19	.3574	.0493-	.2313	.3037-	.2673-	.1809	.39
20	.5289	.0833-	.1467-	.1577-	.1040	.2685	.42
21	.3832	.3107	.4217-	.1379-	.0873	.1044	.46
22	.6321	.3182-	.0395	.1417	.0264-	.0630-	.53
23	.5423	.1563-	.2545	.0436	.3835	.0464	.54
24	.3673	.1227-	.1547	.2016-	.2041-	.1253	.29
25	.4283	.2512	.3061	.1234	.1815	.0425	.39
26	.4651	.0899	.2281-	.2102-	.1083	.2317-	.39
*27	.0505	.0177	.0122	.0105	.0081	.0077	10.67

* These values are the sums of the squared loadings of each factor and, in the case of the last column, the sum of the communalities. The proportion of the total variance which each of these sums represents can be obtained by dividing the sum by the number of items included in the analysis.

APPENDIX IV G 3

Item Loadings, Centroid Analysis, Teachers' Characteristics Items, Haverford Freshmen, Class of 1968

Variable Number	Factor 1	 2	 3	 4	 5	 6	 h²
1	.5908	.1068	.1479-	.0067	.2260	.1585-	.46
2	.1229	.2094	.2021	.1695	.1037-	.1460	.16
3	.1457-	.3656	.0616-	.1897	.1123	.3536	.33
4	.4276	.1330	.0406-	.0986-	.2030-	.2123	.30
5	.1012	.3614	.1924-	.1062	.0612	.3275	.30
6	.1220	.0494-	.3104	.1969-	.1045	.2423	.22
7	.5675	.3954	.1965	.0851	.0602	.1607-	.55
8	.2971	.1684	.1523-	.1910	.3184	.0815-	.28
9	.5434	.1484	.4009-	.0947	.0001	.0156	.49
10	.0012-	.3502	.2613	.1554	.0147-	.0364-	.22
11	.1443	.5138	.0996-	.0963-	.1468-	.3509-	.45
12	.7751	.0001-	.0001	.0001-	.0001-	.0001-	.60
13	.4244	.0971	.1982-	.0316-	.1857	.2765	.34
14	.1627	.4786	.1419	.3771-	.0057	.0414	.42
15	.0755	.3227	.0984	.2881-	.2813	.3807	.43
16	.6640	.0616	.0831	.0345-	.2595-	.2989	.61
17	.1443	.7925	.0000	.0001	.0001-	.0001-	.65
18	.0593	.5303	.2007	.0920	.3736	.1008-	.43
19	.1101	.3599	.1335-	.4699	.0000	.0000	.38
20	.4189	.2331	.2466	.2787	.2102	.0619	.42
21	.2025	.3175	.5634	.0001	.0001-	.0001-	.46
22	.6214	.2655	.2119-	.0598	.0296	.1684	.53
23	.4127	.2483	.1373-	.0032-	.5373	.0000	.54
24	.2018	.2887	.1507-	.3669	.0160	.0235	.29
25	.0543	.4595	.0715-	.1014-	.3769	.1376	.39
26	.3725	.3577	.2271	.0794-	.0170-	.2478-	.39
*27 0	.0357	.0303	.0116	.0090	.0105	.0098	10.68

* These values are the sums of the squared loadings of each factor and, in the case of the last column, the sum of the communalities. The proportion of the total variance which each of these sums represents can be obtained by dividing the sum by the number of items included in the analysis.

APPENDIX IV G 4

Teachers' Characteristics Lists of Items Loadings Above Criterion on Rotated Centroid Factors Used in Further Analyses

Factor 1

Factor Loading	Item
.78	Enjoys participating in student social events (12)
.66	Enthusiastically supports student athletic events (16)
.62	Invites students to his home several times during the school year (22)
.59	Establishes personal friendships with students (1)
.57	Gives emotional support to students when they are having personal troubles (7)
.54	Is very informal with students outside of class (9)
.43	Displays a benevolent, paternal attitude towards his students (4)
.42	Is quite informal with the students during classes (13)
.42	Is concerned that students live up to non-academic as well as academic standards of the college (20)
.41	Allows students to direct their own class discussions (23)
.37	Keeps his office door open to students at all times (26)
	Factor 2
.79	Works intensively with talented majors in his department so that they are able to do graduate level work as seniors (17)
.53	Leaves the student on his own with respect to much of the course work (18)
.51	Is helpful to students who come to him with academic problems (11)

APPENDIX IV G 4 (cont'd)

Factor 2 (cont'd)

Factor Loading	Item
.48	Gives highly organized, information-packed lectures (14)
.46	Stimulates interesting discussions in his courses (25)
.37	Forces students to become aware of their inconsistent values (3)
.36	Openly admits his lack of knowledge when students raise questions which stump him (19)
.36	Keeps his office door open to students at all times (26)
.35	Sets demanding standards for the amount and quality of work he expects from his students (10)
.32	Expects all students to participate in discussions (15)
.32	Gives the students a clear idea of what is expected of them in his courses (21)
.29	Permits students to criticize his courses and teaching style (24)

Factor 3

Factor Loading	Item
.56	Gives the students a clear idea of what is expected of them in his courses (21)
.31	Maintains a friendly, but formal attitude toward students outside of class (6)
.26	Sets demanding standards for the amount and quality of work he expects from his students (10)
-.40	Is very informal with students outside of class (9)

APPENDIX IV G 4 (cont'd)

Factor 4

Factor Loading	Item
.47	Openly admits his lack of knowledge when students raise questions which stump him (19)
.37	Permits students to criticize his courses and teaching style (24)
-.38	Gives highly organized, information-packed lectures (14)
-.29	Expects all students to participate in discussions (15)
	Factor 5
.54	Allows students to direct their own class discussions (23)
.38	Stimulates interesting discussions in his courses (25)
.37	Leaves the student on his own with respect to much of the course work (18)
.28	Expects all students to participate in discussions (15)